

The Quality of Family Life and its Impact on Developing Creativity in Children in Light of the Applications of Artificial Intelligence in Adaptive Education

Maryam Abdullah Alnemer

^{1&2} School of Education, Lincoln University College, Malaysia

Corresponding author: mariam.abdulalnemer@gmail.com

Abstract

This study aimed to discuss the concept of family quality of life in relation to fostering creativity in children. This was achieved by exploring the concept of family quality of life in light of artificial intelligence applications in adaptive learning and its implications for child-rearing practices. The study also discussed the importance of family quality of life in contemporary scientific guidelines, identified methods for promoting family quality of life to foster creativity in children, and examined the challenges that hinder the impact of family quality of life on children's creativity within the context of artificial intelligence applications in adaptive learning. The researcher employed qualitative research using relevant record-keeping tools to collect qualitative data, in addition to analysing the content of records linked to several studies related to family quality of life and its connection to fostering creativity in children. The study reached several conclusions, most notably that the Islamic legal guidelines regarding the characteristics and perceptions of family quality of life were clear and rich in various Islamic sources, and that there are significant difficulties in effectively utilizing them to foster creativity in children. It was also observed that many life practices related to family quality of life remain far removed from the applications of artificial intelligence in adaptive learning. The researcher recommended striving to provide guidance and awareness programs and services to educate parents in particular about contemporary methods to help children develop creativity through artificial intelligence applications in adaptive education within the framework of family quality of life.

Keywords: *Artificial Intelligence Applications in Adaptive Learning, Creativity Development, Family Quality of Life, Quality of Life*

Introduction

Sustainable Family life in many places has undergone unfamiliar changes and unprecedented transformations during the contemporary historical era. These changes and transformations have encompassed all aspects of family life, resulting in numerous familial and educational difficulties and problems, in addition to social and moral failures and exposure to various economic and cultural crises. Proponents of positive psychology have advocated for the application of quality-of-life principles in family practices and other areas, and the United Nations and several international organizations have adopted the approach aimed at integrating quality of life principles into various political and social fields. Experts consider quality of life to be a fundamental dimension of mental health,

not limited to a specific stage of an individual's life, but rather encompassing all stages of an individual's life (Maamaria, 2012; Mashri, 2014).

Some theorists believe that the psychological perspective on quality of life involves an individual's understanding of the meaning of their life, enabling them to invest and utilize their energies and potential positively. This means that any regulations that hinder this, whether within or outside society, are completely at odds with divine laws, human rights, and human dignity, regardless of any justifications offered or how dubious or unclear they may be interpreted. The fundamental principle is that all of an individual's values, principles, beliefs, knowledge, and attitudes should be channelled into behaviours that make them active, content, self-aware, and successful in all aspects of their life (Mashri, 2014; Abdel-Khaleq, 2008; Abdel-Aal and Mazloum, 2013). Many researchers focus on the subjective aspects of quality of life, which cover attitude towards life and ambition, positive feelings and satisfaction with oneself and one's life, striving to achieve one's goals, feeling independent, being able to establish positive and reciprocal social relationships with others, and feeling happy and enjoying life (Abu Halawa, 2010), (Sheikhi, 2014), (Baya, 2017), (Al-Zahraa, 2018).

The Quality-of-Life Program 2020 document in the Kingdom of Saudi Arabia defines quality of life as encompassing liability, lifestyle, infrastructure, transportation, housing, healthcare, economic and educational opportunities, security, social environment, recreation, heritage, culture, arts, sports, leisure, and social participation. Positive psychology is a branch of psychology that focuses on the principles and applications of quality of life. This focus reveals that many life difficulties negatively affect individual and social quality of life. Positive psychology is a science that focuses on the objective dimensions related to an individual's life, affecting their well-being, development, and empowerment, and providing them with protection from psychological, behavioural, and other problems (Khalil & Ibrahim, 2013; Muammarah, 2012). Creativity in early childhood is a cornerstone of developing children's intellectual and social abilities, and it is closely linked to their family environment and their capacity for self-learning and experimentation. The quality of family life plays a pivotal role in creating a supportive environment for the child. This includes emotional and cognitive support and the provision of appropriate resources, which increases opportunities for developing creative thinking skills.

At the same time, AI-based adaptive learning allows children to interact with educational content tailored to their individual abilities and interests, thus promoting self-learning, problem-solving, and innovative thinking. This research aims to study the relationship between the quality of family life and the development of creativity in children, while exploring the role of AI-powered adaptive applications in strengthening this relationship.

Review of Related Literature

Most of the problems children may face in their lives are related to their family life. Therefore, it is essential to ensure a high quality of family life to provide a high quality of life for children and adolescents. Mira and Rabah (2023) argue that many changes in family life have contributed to family disintegration, illegal immigration, accidents, parental unhappiness, and various moral problems. A study by Al-Furaih and Al-Dali (2024) also indicates that the quality of family life is related to self-confidence, which is a product of parental treatment and overall family quality. The quality of family life influences motivation, guidance, adjustment, dialogue, a sense of freedom and

independence, talent development, and the ability to cope with stress and difficulties. For some experts, the quality of family life means that individuals feel satisfied, happy, stable, and harmonious within the family, and that they receive family support (Dardir and Mustafa, 2019; Ben Saber and Ben Hamada, 2020; Al-Sayed, 2014).

Some empirical studies show a positive correlation between the quality of family life and the level of creative expression in children. Close parental involvement allows parents to observe their children's developmental characteristics, whether intellectual, emotional, or physical. Maria (2021) demonstrated the significant role of the family in fostering creativity in children. Families can compare their children's traits with those of children outside the family, particularly in areas indicative of talent, creative thinking, focus, conformity, problem solving, fluency, originality, idea generation, and imagination. According to some studies, a child's birth order, family size, parental age and educational/professional level, the quality of family relationships, and parenting styles all influence the potential for developing creativity in children within the family (Al-Abdali, 2010; Baza, 2007; Al-Adl, 2010; Al-Sayed, 2010; Moussa, 2015; Talaat, 2008).

As evidenced by numerous scientific opinions and field experiences, adequate care for a child during their early developmental stages stimulates their ability to be active and innovative, and helps cultivate their creativity (Abdul Wahab, 2016; Al-Shuaiel, 2011; Brown, 2009). Furthermore, several family factors contribute to fostering creativity in children. It has been shown that the quality of family life is directly related to the quality of life of a gifted child. This is in addition to its connection to self-efficacy, self-confidence, level of ambition, improved academic achievement, development of multiple intelligences, academic excellence, achievement motivation, and positivity (Ibrahim, 2017; Abu Kaif, 2016; Al-Bahiri, 2017; Abdul Latif, 2018; Aishawi, 2017; Al-Mutairi, 2017; Younis, 2015).

Family life characterized by frequent commanding behavior, harshness, overindulgence, child withdrawal and isolation, punishment, and weak, infrequent, or nonexistent dialogue with the child often has a limited or negligible impact on the development of creativity (Kamel, 2006). Educational and psychological studies indicate that family quality of life encompasses psychological stability, emotional support, material resources, and a nurturing learning environment.

These factors provide children with a safe space for experimentation and discovery, which is fundamental to fostering creativity (Hoffman, 2021). A stimulating environment with positive supervision supports problem solving, imagination, and the generation of new ideas—essential elements of early creativity. Furthermore, adaptive learning and artificial intelligence are interconnected in many ways. AI-based adaptive learning provides children with content tailored to their individual levels, interests, and abilities. These tools enable children to learn independently, experiment, and discover which enhances cognitive creativity and innovative skills (Pane et al., 2017; Luckin et al., 2016).

Despite significant advancements in adaptive learning and artificial intelligence (AI) tools, a gap remains in understanding how the quality of family life affects children's ability to develop creativity when using AI educational tools.

- Does a supportive family environment with resources and active participation enable a child to benefit more from adaptive learning?

- What is the actual role of AI applications in fostering children's creativity within the family context?
- How can AI and adaptive learning be integrated into family settings to develop comprehensive educational programs that promote creativity?

Based on the foregoing, the study's problem is confined to the following main question: What is the concept of quality of family life in relation to the development of creativity in children within the context of artificial intelligence applications in adaptive education? The following sub-questions stem from this main question:

- Q1- What is the concept of quality of family life as presented in scientific sources, and what are its implications for child-rearing approaches within the context of artificial intelligence applications in adaptive education?
- Q2- What is the importance of quality of family life in contemporary scientific approaches to childhood within the context of artificial intelligence and its applications in adaptive education?
- Q3- What are the methods for establishing quality of family life to enhance and develop creativity in children in light of artificial intelligence applications in adaptive education?
- Q4- What challenges hinder the ability of quality of family life to foster creativity in children within the context of artificial intelligence applications in adaptive education?

The Importance of the Study

The importance of this study stems from the following:

1. The quality of family life is one of the most important indicators of life satisfaction among children.
2. The quality of family life helps address or reduce disorders that hinder creativity in children, especially within the framework of contemporary artificial intelligence applications.
3. Caring for the new generation, achieving sustainable educational development, and fostering socialization require families to promote and cultivate creativity in children within the context of adaptive learning.
4. This study may provide valuable information and insights that can be used more deeply to develop children's creativity within the framework of artificial intelligence applications in adaptive learning.
5. The study's findings may open broader horizons for more comprehensive awareness and field studies in the future regarding supporting children's creativity through artificial intelligence tools and adaptive learning methods, including those related to supporting children's creativity through the use of family quality of life.
6. Parents and other relevant stakeholders may benefit from some of the ideas presented in this study in developing, practicing, and implementing methods that can consolidate or enhance the use of family quality of life to support children's creativity through integration with early childhood programs and artificial intelligence applications in adaptive learning.

Objectives

Study Objectives

This study aims to discuss the concept of family quality of life in relation to fostering creativity in children, specifically:

1. To identify the concept of family quality of life within the context of artificial intelligence applications in adaptive learning and its implications for child-rearing practices.
2. To discuss the importance of family quality of life in contemporary scientific approaches to childhood development within the context of artificial intelligence and its applications in adaptive learning.
3. To identify some methods for promoting family quality of life to foster creativity in children in light of artificial intelligence.
4. To identify the challenges of implementing artificial intelligence in adaptive learning that hinder the impact of family quality of life on fostering creativity in children.

Study Limitations

1. The study is limited in time by being conducted during the 2026 academic year.
2. The study is limited geographically by being conducted in the Kingdom of Saudi Arabia.
3. The study is limited thematically by focusing on understanding the concept of quality of family life and its implications for developing creativity in children in light of the applications of artificial intelligence in adaptive education

Study Terminology

The study addresses the following terms:

1. The Concept of Quality of Life

Quality of life refers to an individual's level of satisfaction with their personal and social life, as measured by several indicators such as positive relationships, a purposeful life, personal development, independence, self-esteem, and social and psychological adjustment (Al-Zahraa, 2018). Mahmoud (2009) views quality of life as a concept related to an individual's level of mental health and their degree of satisfaction and life adjustment in terms of health, mental well-being, emotional well-being, physical well-being, professional well-being, and social well-being (Mahmoud, 2009). According to Al-Bahadli and Kadhim, quality of life means the ability to adopt lifestyles that satisfy an individual's desires and needs, leading to feelings of happiness, satisfaction, and enjoyment materially, socially, and spiritually (Kadhim & Al-Bahadli, 2006). Operationally, quality of life can be defined as a concept that indicates the extent of an individual's success in their personal and social life across various aspects.

2. Family Life Quality

The concept of family life quality refers to the extent to which internal and external family aspects are present, including health, family relationships, beliefs, material well-being, and social support. It is a comprehensive concept encompassing all aspects of family life (Abdulwahab, 2016). Operationally, family life quality can be defined as a concept that indicates the extent to which family needs are met, the enjoyment of family members in their life together, their adherence to personal and family values, and the level of positive interaction among family members.

3. The concept of developing creativity in children
A concept that indicates the family preparing the appropriate atmosphere for children that sharpens their various abilities and skills, and adopting and supporting their unfamiliar ideas that go beyond traditional ways of thinking, and their continuous encouragement of children to present, discuss, innovate and inspire, or what is sometimes referred to as supporting ideas outside the box.
4. Artificial Intelligence (AI) Applications
AI applications are software systems and tools that use machine learning algorithms, data analysis, and user interaction to perform educational, cognitive, or practical tasks in a way that mimics human capabilities (Luckin et al., 2016). In the context of education, these applications include:
 - Educational recommendation systems
 - Adaptive learning programs
 - Interactive educational robots
 - Real-time assessment and feedback toolsThe importance of this term lies in the fact that these applications provide children with personalized and interactive experiences that support the development of creativity and problem-solving skills in accordance with the child's level and interests (Luckin et al., 2016; Chen and Lin, 2020; Holmes et al., 2019).
5. Adaptive Learning
Adaptive learning is an educational approach that tailors content and learning activities to each learner's individual characteristics, such as their level of knowledge, learning pace, and preferred learning style (Pane et al., 2017). Its key features include providing graded content according to the child's level, immediate feedback to correct errors, interactive and personalized learning activities, and integrating digital tools and artificial intelligence (AI) technologies to enhance the learning experience.

The importance of this term lies in the fact that it:
Supports the development of creativity in children by providing appropriate challenges that suit their abilities; allows for self-directed learning and discovery; is fundamental in early childhood; and enhances children's learning with AI tools in an individualized and appropriate manner (Luckin et al., 2016; Pane et al.; Holmes et al., 2019). In general, adaptive learning represents the educational framework for AI applications, meaning that AI tools implement the adaptation process and analyze the child's data to provide a stimulating and creative learning experience.

Methodology

This study employs qualitative research through record-keeping. The researcher monitors, preserves, categorizes, and organizes available documents and records related to the study topic to serve its objectives.

Qualitative research allows for the collection of non-numerical qualitative data and helps explore decision-making processes through a detailed perspective. The collected information is comprehensive, accurate, and rich, and the results emerge through rigorous analysis (Al-Quraini, 2020; Creswell, 2022). Qualitative research allows for data analysis using contextual analysis techniques, drawing conclusions from these techniques, and

textual analysis of the collected records or documents. This record-keeping approach helps in obtaining highly accurate, in-depth, and realistic insights.

Previous Studies

Al-Furaih and Al-Dali' conducted a study in 2024 on the quality of family life and its relationship to self-confidence among gifted students. The study aimed to reveal the relationship between the quality of family life and self-confidence among gifted students. The study adopted a descriptive correlational approach and was applied to a sample of 239 gifted students in Mawhiba schools. The Family Life Quality Scale was administered, and the results indicated that the quality of family life among the students was high, with statistically significant differences in the variables of parental educational level and gender.

In 2016, Abdel Wahab conducted a study on the quality of family life and the development of children's creative abilities. The study aimed to monitor the quality of family life as perceived by children and its relationship to the development of their creative abilities. The study relied on the descriptive documentary method. The results of the study showed that there is an importance in satisfying the child's needs within the family in order to stimulate his creative abilities, and that the quality of family life is one of the strongest indicators of life satisfaction among children, which supports his special and creative abilities. Also, developing the spirit of creativity in children helps in forming the personality of the son or daughter and enables him to achieve and develop, and overcome all obstacles that hinder creativity within the family, taking into consideration that the quality of family life is not dependent only on parenting methods, but is a comprehensive concept that includes all aspects of family life.

In her 2021 study on the role of the family in developing creativity in children, Maria indicated that methods of motivating children to be creative include encouraging individual differences in their inclinations and abilities and working to support them, identifying the areas of creativity in children and continuously supporting their positive attitudes towards creativity, avoiding criticism and ridicule of shortcomings, encouraging children to make independent decisions, independence in thinking and freedom of choice, following the method of dialogue and discussion, making the child feel safe and secure, avoiding harshness and severity in dealing with children, avoiding excessive pampering of children, rejecting all methods of neglecting, marginalizing and not caring for children, avoiding discrimination in treatment between children, striving to make the child go through diverse experiences in order to practice his ideas and creativity, in addition to motivating the child to love curiosity, exploration and self-confidence.

In 2020, the Al-Kafeel Family Centre conducted a scientific study on the role of the family in fostering creativity in children. The study's findings indicated the crucial importance of families training children to think, imagine, ask questions, and respect and take their questions seriously. It also highlighted the need to provide ample stimulation that engages the child's senses and thinking, spend sufficient time with them daily, instil confidence in their abilities, train them in anticipation and prediction, and create an atmosphere of freedom, respect, and harmony within the family. This involves fostering affection and tenderness, avoiding harshness, violence, and constant reprimands, and using mistakes as stepping-stones to improvement. Furthermore, the study emphasized the importance of encouraging participation, positive behaviour, and the expression of ideas, as well as fostering acceptance of change. It also stressed the need to appreciate the inherent

creativity bestowed by God Almighty upon all creation. Providing a small home library to support children's intellectual and scientific research activities, along with training them in listening, reflection, and contemplation, may be beneficial.

In 2024, Bal-Khair conducted a study on innovation and creativity from an Islamic perspective and its role in the upbringing of learners. The study's findings indicated that one of the key elements for educators to successfully cultivate creativity in children is their persistent effort to encourage children to engage in creative activities and to think scientifically and reflectively through fluency, originality, and flexibility, which are considered components of creative thinking. In 2021, Othman stated that the family plays a fundamental role in discovering creative and talented individuals, as it is the child's first environment. He emphasized that the family must monitor and follow up on the child's development, objectively evaluate it, provide a suitable environment for creativity, address the child's various problems, provide opportunities to stimulate creativity, and offer appropriate incentives.

In 2020, Al-Omari conducted a study on the quality of family life and its relationship to achievement motivation among a sample of male and female high school students in Jeddah. The study aimed to identify this relationship and reveal the impact of several variables (gender, academic specialization, family size, parental education level, and family income) on both family life quality and achievement motivation. The study sample consisted of 764 male and female students, and the researcher used the Family Life Quality Scale and the Achievement Motivation Scale. The results showed a statistically significant correlation between family life quality and achievement motivation, and that parental education level, academic specialization, and family income all influence achievement motivation. In a 2016 scientific article on the role and responsibilities of the family in child development, Al-Ghani explained that this role requires providing a suitable family environment for the child's growth in all its dimensions, and avoiding all forms of words and actions that negatively affect the child. This role also necessitates training the child in research, inquiry, participation, identifying sources of information, imagination, and mental visualization of events and situations. It also involves granting the child freedom to be creative and expressive, increasing the child's self-confidence and sense of security, and encouraging their curiosity.

In his research on the family and its role in fostering creativity, Al-Adwani emphasized the importance of developing family relationships based on love and respect, avoiding intimidation tactics, cultivating a spirit of tolerance and forgiveness, encouraging the child to use imagination and transcend the familiar and tangible, and fostering free movement with humour and playfulness. He stressed the importance of raising the child's expectations of their children while being careful not to exaggerate praise or favour the creative child over others. In 2018, the engineer concluded that the family plays a crucial role in fostering creativity in children. He noted that there are different family models, ranging from tolerant and flexible to strict and rigid.

A family can encourage creativity and innovative thinking in children if its characteristics foster curiosity, encourage interaction with the environment, provide stimuli that create opportunities for creativity, employ dialogue and understanding, and avoid repressive methods in its interactions with the child. In 2011, Al-Khatib conducted a study on the family's role in developing talent and creativity in children. The results highlighted the necessity of preparing families with various factors that stimulate their children's creative

activities. Similarly, in a 2020 article on the family's role in fostering creativity in children, Al-Shayadi explained that the family is primarily responsible for shaping a child's behaviour and thinking patterns. He emphasized the importance of treating the child within the family as a valued member with the right to participate, be educated, and receive awareness, while taking their age into account. This, he argued, broadens the child's horizons and enhances their intelligence and perceptiveness.

In 2023, Ben Aouda conducted research on the role of the family in developing creative thinking in children, demonstrating that the family plays a fundamental role in a child's life, personality, and future. Similarly, in 2013, Al-Tunisi conducted research on the role of the family in developing creativity in gifted children. The results showed that the family plays a role in developing the abilities of gifted children because it is the primary social environment in which the child grows and where their physical, psychological, and social needs are met. It also represents the basic framework for social interaction between the child and other groups. For the family to fulfil this role, it needs to expand its capacity to gather information and data about the nature and characteristics of the children within it, as well as methods for early detection of giftedness.

A 2023 study by Mira and Rabah on the quality of family life in Algeria revealed that contemporary family life has declined under the influence of various internal and external pressures, undoubtedly having a significant impact on childhood and various segments of the population. A 2021 study by Hoffman demonstrated that the quality of family life positively influences creativity. This underscores the potential for families, through their diverse activities and integration with AI tools related to adaptive learning, to achieve significant progress in this area.

Furthermore, a 2016 study by Luckin and colleagues showed that AI tools enhance adaptive learning and creative thinking. The results of a 2017 study by Pane et al. showed that adaptive learning improves individual performance. Furthermore, Abdullatife's 2024 study demonstrated that knowledge of AI tools and trust are key factors in adopting learning tools. Sternberg's 2018 study also revealed that a stimulating environment is fundamental to fostering creativity, thus framing the relationship between family and creativity.

Theoretical Framework

Introduction

Early childhood forms a foundational stage for intellectual, social, and emotional development in humans. It is characterized by flexible development and a high capacity for learning. One of the most important criteria that researchers seek to develop during this stage is creativity, which is considered an indicator of the ability to innovate and solve problems in unconventional ways (Sternberg & Lubart, 1999). Creativity is linked to multiple factors, most notably the family environment, which provides emotional and cognitive support and interactive sessions with the child from their earliest years. At the same time, the digital revolution has led to the use of artificial intelligence (AI) technologies in education, particularly in adaptive learning, which allows for the personalization of educational experiences according to the abilities and needs of learners (Holmes, Bialik & Fadel, 2019). This research framework poses an important question: How does the quality of family life contribute to enhancing creativity in children in light of the use of AI applications in adaptive learning?

Basic Concepts

Family Quality of Life

Family Quality of Life is a concept that describes the extent of a family's life satisfaction and the presence of a supportive environment that meets the psychological, social, and cognitive needs of its members (Summers et al., 2005).

Quality of life includes:

- Emotional stability
- Family support
- Access to educational resources
- Shared interaction among family members

Quality of life influences the family's ability to create a stimulating environment for learning and exploration.

Creativity in Children

In the psycho-educational context, creativity is defined as the ability to produce new, appropriate, and useful ideas or solutions (Runco & Jaeger, 2012). In children, creativity manifests itself in play, imagination, questioning, and unexpected solutions to learning situations. Creativity is influenced by individual factors (such as curiosity and self-confidence) and environmental factors (such as family support and educational practices) (Beghetto & Kaufman, 2010).

Adaptive Learning Supported by Artificial Intelligence

Adaptive learning is an educational approach that relies on analyzing learner data to provide content and teaching methods that suit each individual's level (Pane et al., 2017). Artificial intelligence in education refers to systems and technologies that use intelligent algorithms to analyze learner interaction and personalize the learning experience, such as adaptive recommendations, real-time feedback, and intelligent assessment tools (Luckin et al., 2016).

The Theory of a Supportive Environment for Creativity

This theory asserts that creativity develops in environments that stimulate exploration, provide diverse resources, and support experimentation and self-directed learning (Stenberg & Lubart, 1999).

The theory's relevance to our topic:

- A family with a high quality of life provides a supportive environment.
- Adaptive and intelligent education enables self-directed and interactive learning experiences.

The Theory of Adaptive Learning

This theory is based on the premise that effective teaching must adapt to the characteristics of learners, and that intelligent technology can facilitate this adaptation (Pane et al., 2017). In the context of early childhood, this approach enables children to learn according to their individual needs and abilities.

Technology Acceptance Model (TAM)

According to TAM, perceived usefulness and perceived ease of use are the two main determinants of the acceptance of a new technology (Davis, 1989).

How does this relate to our research?

- Perceived Usefulness: The extent to which families and teachers believe that artificial intelligence benefits a child's learning.
- Ease of Usefulness: The extent to which teachers and children believe they can use AI tools.

The Relationship between Variables

The Impact of Family Quality of Life on Creativity

Studies indicate that a supportive family environment fosters creativity by providing:

- Knowledge resources (books, educational activities)
- Emotional support
- Opportunities for thinking and problem-solving

A study by Hoffman (2021) indicated that a high quality of life is associated with higher creativity skills in children.

The Impact of AI-Powered Adaptive Learning on Creativity

Studies have found that using intelligent adaptive learning provides:

- Challenges appropriate to children's abilities
- Opportunities for repeated exploration
- Immediate feedback

This contributes to enhancing creative thinking and problem-solving skills (Homes et al., 2019).

The Interaction Between Family Quality and Adaptive Learning

The quality of family life can enhance the impact of intelligent adaptive tools by:

- Encouraging children to use intelligent systems
- Supporting learning outside the classroom
- Guiding children towards creative, technology-supported activities

The Importance of Family Life Quality in Contemporary Scientific Approaches to Childhood

As experts see it, quality of life is an integrated concept that affects children based on the quality of their family life and other factors. For a child to experience a quality of life, they need many elements that contribute to its well-being, most importantly a sense of security and safety, continuous support, appreciation, family and community care, a feeling of worth and status, and receiving proper family, school, and community education (Zidan, Saad El-Din, & Sadiq, 2023; Al-Zahraa, 2018; Abdel Fattah, 1442 AH). Among the most important difficulties that negatively affect the quality of family life and its repercussions on children are the differences between spouses in behavior and patterns regarding the means of socializing children, the difference in values and customs between spouses, the decrease in feelings of affection and cooperation between spouses, acute emotional problems, many cultural backgrounds, problems of social roles, financial and material difficulties, health crises, the absence of dialogue and common language, the evasion of family responsibilities by one or both spouses and overburdening one of the parties, the problems of imprisonment, immigration and illness, and the negative view of women or men (Al-Yaman, 2020). Furthermore, the long duration of spinsterhood, family conflicts, the practice of domestic violence, divorce, family disintegration, the deviance of some family members, especially children, the severing of kinship ties, illicit sexual practices, and the drift or rush towards temptations, stimuli, fashion, comparisons, the pride of the wife or husband, and the stubbornness between them, all of this has severe

repercussions on children that disrupt their positive intellectual, social, and psychological development (Qadira, 2017). Factors that hinder the quality of family life, as reflected in the children's lives, include unjustified polygamy, the inability to treat wives equitably, frequent criticism of one another by spouses, and the neglect of marital and familial duties (Mohammadi & Bouaicha, 2013).

Rafie believes that the socialization of childhood is based on the objectives of the social policy of Sharia in securing childhood, and the legislative objectives of the social policy of Sharia in securing childhood (Rafie, 2019). According to many experts, the quality of family life is derived from the quality of life. Therefore, the concept of well-being, satisfaction of needs, improvement, and so on can be observed in the context of the quality of family life, taking into account that the concept of the quality of family life is still not defined. However, the principle of family life in supporting children and securing their mental and social development is a very fundamental principle. The quality of family life, in its reflections on children, is related to the level of communication within the family, family happiness, parental relationships, positive parental control, taking responsibility, and the ability to satisfy needs, the parental instinct, health, safety, family resources, and family support for people with special needs. In order for the family to succeed in developing creativity in children, it needs to form a positive self-concept in the child (Kharoubi, 2018), (Abu Halawa, 2010). It has become clear that the quality of family life influences a mother's ability to discover and nurture multiple intelligences in preschool children (Khader & Mabrouk, 2011).

Several theories demonstrate the importance of family life quality in fostering creativity in children, particularly within the context of AI applications in adaptive education:

1. The Creativity Supportive Environment Theory (Sternberg, 2008)
 - This theory states that creativity develops when the environment is stimulating, supportive, and resource-rich.
 - This can be linked to the family providing emotional support and AI providing cognitive support.
2. Adaptive Learning Theory
 - This theory states that tailoring learning to a child's abilities contributes to improved performance and the development of creative critical thinking.
 - This aspect enhances a child's creativity through experimentation and problem-solving.
3. Positive Child Development Theory
 - This theory indicates that an environment rich in opportunities, social support, and intellectual stimulation increases creative and cognitive abilities.

Table1: The Relationship between Family Life Quality and Artificial Intelligence Applications in Adaptive Education Can Be Illustrated Through The Following

Side	Quality of family life	Adaptive learning and artificial intelligence	Relationship
Supportive environment	The family provides a safe emotional and cognitive environment.	Smart learning systems provide a personalized and progressive learning environment.	Both create a stimulating environment for discovering new ideas.
Resources	Family resources include books, activities, and educational games.	Diverse and multimedia AI content (games,	It allows the child to interact with diverse

		videos, interactions) is available.	resources and fosters creativity.
Participation	Parents interact with their child in learning activities.	Parents can be integrated into AI platforms to monitor progress and interact.	Collaboration between family and adaptive education increases
Feedback	The family provides immediate and motivating feedback.	AI systems provide real-time feedback based on the child's level.	The blended approach increases opportunities for experiential and creative learning.
Developing problem-solving skills	The family encourages critical thinking and independence.	AI tools offer tailored approaches and innovative solutions.	The coordination between family support and smart technologies enhances innovation.

Quality of family life and its impact on children's creativity in the context of artificial intelligence and adaptive education

One of the most frequently addressed topics in psychology is social learning, which involves investigating how the learning process occurs in the real world, not in a psychology laboratory. Some proponents of social learning theory have sought to combine ideas from other theories, such as psychodynamics and behaviorism, within the context of human development. They believe that the interaction of basic human motives with learning mechanisms is a fundamental source for explaining how learning occurs. Many new ideas emerged in the research of Bandura, Walters, and others who focused on the importance of reinforcement and showed that children use cognitive processes and language to learn appropriate responses, problem-solving methods, and various behavioral patterns by observing others around them in the environment and also through external influences such as media materials and their means. Many ideas in this regard were developed by Piaget, the author of the theory of cognitive development in children, who saw those children from the age of four to the age of seven, which is the period of intuitive thinking, begin to develop the ability to deduce, form concepts, and generalize in a simple way. They may perceive relationships between causes and effects without being able to understand or explain them. This means that during this period, the child's mental abilities develop while the learning process continues through assimilation and adaptation, and their perceptions expand greatly. However, they do not have the ability to think abstractly until the age of ten and beyond. Psychologists believe that children have an increasing ability to think about abstract concepts and theoretical or mental thinking about what things could be, not what they actually are. If a family wishes to align with the principles of a high quality of family life, it must engage with the child beyond abstract concepts, adopting a gradual approach to intellectual development to help the child cultivate their creativity. It is worth noting that behavioral problems in children are often a result of environmental disturbances rather than inherent issues within the child themselves. The family serves as the child's primary environment and plays a crucial role in their upbringing through love, emotional support, security, training, and care. Almost all children need to feel wanted, cared for, protected, cherished, and valued. This includes a sense of acceptance and belonging, learning and guidance, and satisfaction derived from engaging in meaningful and creative activities.

Therefore, psychologists believe that positive parenting methods include firmness without rigidity or harshness, guidance and direction without resorting to commands, and

striving to provide suitable environmental conditions for mental and physical development. This involves providing a parental model characterized by trust, security, clarity, and equal authority between parents in complementary rather than competitive roles, encouraging children's autonomy, and understanding the patterns of family interactions that lead to problems in children. A closed or conservative family may stifle opportunities for children's creativity and may drive them to seek support from outside, especially if they receive conflicting instructions from different sources simultaneously. The quality of family life, in its impact on children's creative development, is negatively affected by overprotection or rejection, marital discord or dissatisfaction, a spouse lacking autonomy or authority, or divorce. At the same time, respecting emotional bonds, maintaining objectivity, empathy, appreciation, personal flexibility, and cooperation are among the most important characteristics of a high-quality family life that contribute to the development of creativity in children. It is noteworthy that the effects of family disturbances do not affect all family members equally, and sometimes children themselves have a strong influence on their parents. The changing structure of the modern family, the emergence of the heterogeneous family model, the increasing phenomenon of working mothers, and the growing diversity of ethnic and cultural differences within families can negatively impact the quality of family life and hinder the development of creativity in children (Arabization and Translation Committee, 2007).

Thus, it is clear that the concept of the quality of family life and its impact on the development of creativity in children is one of the most frequently addressed concepts in psychological and cognitive theories regarding its effects on intellectual development and other areas of cognitive, physical, emotional, and social growth.

Methods for Strengthening Family Life to Foster Creativity in Children in Light of Artificial Intelligence and Adaptive Education

Experts and practitioners, including scholars, intellectuals, and parents, have discussed numerous ideas and applications aimed at strengthening or enhancing the quality of family life to foster creativity in children. These methods encompass aspects related to the children themselves, others to the parents, and still others to the family and external environment as a whole. Family harmony and a healthy atmosphere remain the core characteristics of a high-quality family life that influence children's creativity. This includes the effectiveness of the child-parent relationship, active parenting, the child's perception of the parents, the emotional factor, and even the religious aspect of the family. Field experiences show that parental methods of behavior management, reward and punishment within the family, parental socialization techniques, child participation, shared goals, and mutual understanding all contribute to the desired family quality that supports the development of creativity in children (Al-Zahraa, 2018). According to some experts, the quality of family life is determined by a number of internal and external factors. Internal aspects encompass how the family perceives itself functionally in terms of health and family relationships, as well as cultural and religious beliefs. External aspects include material well-being and support. Principles of family quality of life include the degree to which the family's needs are met and the extent to which all family members enjoy life.

The level of adherence to personal and family values, the degree of interaction, and the potential for positive application of these values in family life all help the child to examine matters more closely, see them in different and unfamiliar ways, raise their level of thinking, and reject stereotypical thinking (Abdul Wahab, 2016). Table (2) illustrates the

results of the content analysis of a set of methods that support the quality of family life for creativity in children, based on the content analysis of 30 studies.

Table 2: Methods of Supporting Family Life Quality for Creativity in Children Using Content Analysis of Scientific Research and Studies

No.	style	repetition	%
1	Training the child to think	18	%60
2	Encouraging the child to analyze, ask questions, and take questions seriously	11	%36
3	Providing a variety of engaging and educational toys and games, and encouraging participation in play and group activities	8	%26.6
4	Increasing stimuli that engage the senses and stimulate thinking	9	%30
5	Parents should dedicate time to spend with the child daily	10	%33.3
6	Creating a family atmosphere of freedom, respect, and harmony	22	%73.3
7	Avoiding strict accountability methods and constant criticism	19	%63.3
8	Participating in the child's interests and activities	7	%23.3
9	Encouraging the child's positive behavior	6	%20
10	Giving the child confidence in themselves and their abilities	14	%46.6
11	Training the child to anticipate and predict	15	%50
12	Developing and creating opportunities for the child's creativity	27	%90
13	Purchasing scientific journals and appropriate resources	4	%13.3
14	Helping the child accept change	9	%30
15	Helping the child realize that some problems have more than one solution	7	%23.3
16	Helping the child realize that some problems have more than one solution	3	%10
17	Praising and appreciating the child's ideas without exaggeration or spoiling them	12	%40
18	Freeing the child from fear of failure and the expectation of ridicule from others		%70
19	Instilling the importance of developing and improving common and familiar aspects of life	8	%26.6
20	Training the child in good listening skills and enabling them to develop fluency, oratory, and presentation skills	7	%23.3
21	Teaching the child, the principle that success comes from God Almighty	3	%10
22	Effectively using positive reinforcement with the child	13	%43.3
23	Keeping the child away from family conflicts	18	%60
24	Ensuring good coordination and communication between the family and the school	4	%13.3
25	Encouraging the family to use brainstorming strategies with the child	7	%25.3
26	Developing the child's reasoning, inductive, deductive, classificatory, and organizational skills	9	%30
27	Strengthening the child's verbal and intellectual flexibility and originality	7	%23.3
28	Promoting the child's freedom of expression	11	%36
29	Providing the child with positive feedback on various topics	5	%16.6
30	Involving the child in family decision-making	16	%36
31	Helping the child appreciate and accept other opinions without compromising their rights.	11	%36
32	Not focusing solely on creative decisions.	8	%26.6
33	Training the child in a spirit of calculated adventure	4	%13.3
34	Encouraging individual differences in inclinations and abilities among children in the family	8	%26.6
35	Using dialogue and discussion with the child	11	%36
36	Avoiding neglecting or marginalizing the child	17	%56.6
37	Exposing the child to diverse experiences	15	%50
38	voiding favoritism in the treatment of children within the family	20	%66.6
39	Raising the family's expectations for children's performance	16	%36
40	Developing the child's curiosity	23	%76.6

41	Supporting the child's independence in thinking and choosing	25	%83.3
42	Encouraging self-directed learning in the child	11	%36
43	Protecting the child from anything that hinders their thinking and impedes their intellectual fluency	13	%43.3
44	Teaching the child that ideas are flexible, not rigid	7	%23.3
45	Allowing the child to experiment with things	5	%16.6
46	Developing the child's sensitivity to problems and motivating them to find solutions	8	%26.6
47	Regular family monitoring and objective evaluation of the child to discover their abilities and talents	10	%33.3
48	Avoiding rushing the desired or expected results from the child's understanding and performance	6	%20
49	Providing family cultural programs to support creativity in children and improve the quality of family life	2	%6.6

The table reveals a reasonable consensus regarding some methods for fostering creativity in children from a family quality of life perspective, although some methods are more widely adopted than others. The data indicates that fostering and creating opportunities for creativity within the family ranked first among the methods used to develop creativity in children, a finding that aligns with most of the analysed studies. The relatively low percentages of some methods do not imply their ineffectiveness or unsuitability for application. Certain family situations necessitate the use of specific methods to support children's creative development. Perhaps a larger number of studies would have increased the number of these methods identified.

The Challenges Facing the Impact of Family Quality of Life on Children's Creativity Development in the Context of Artificial Intelligence and Adaptive Education

While some may not see a direct relationship between parental education level and family quality of life or children's creativity development, field research indicates that formal or informal parental education plays a key role in children's development, education, and improving family quality of life (Al-Abdali, 2010; Al-Sadawi, 2016).

Generally, scholars believe that obstacles to creativity include a lack of knowledge or its inaccuracy, lack of proficiency, lack of encouragement, and preoccupation with worldly matters at the expense of essential aspects such as raising and caring for children. This also includes neglecting gifted, creative, or high-achieving children. Furthermore, flawed parenting methods within the family are among the greatest obstacles to developing children's creativity. Table (3) presents the content analysis results of 35 studies that addressed creativity development and its relationship to family quality of life.

Table 3: Obstacles to Creativity Not Revealed By Content Analysis of Studies

No.	Obstacles (Challenges)	repetition	%
1	Family breakdown	13	%37.1
2	Illegal immigration	3	%8.5
3	Low level of parental care for children or one or both parents	11	%31.4
4	Deficiencies in parenting	21	%60
5	Negative emotions and behaviors in children	23	%65.7
6	Raising children with punitive and aggressive behaviors	14	%40
7	Reliance on ineffective parenting methods within the family	28	%80
8	Inequality, favoritism, and discrimination among children	17	%48.5
9	Inconsistent parenting and lack of consistency in appropriate methods	13	%37.1
10	Overprotective parenting	22	%63.8

11	Imbalance between the mother's personal life and work	4	%11.4
12	Loss of a parent or parental separation	10	%28.5
13	Psychological disorders, social withdrawal, and emotional instability	15	%43.8
14	Problems stemming from illiteracy, ignorance, unemployment, and decreased productivity	9	%25.7
15	Drug and alcohol abuse	3	%8.5
16	Engaging in deviant or criminal behavior	4	%11.4
17	Loss of authentic cultural identity	8	%22.8
18	Unhealthy structure of family roles	9	%25.7
19	Inequal emotional interaction	5	%14.2
20	Conflicting parenting styles and behaviors	13	%37.1
21	Differences in cultural backgrounds, values, customs, and traditions between the spouses.	12	%34.2
22		17	%48.5
23	Decreased feelings of love, affection, and cooperation from the parents.	2	%5.7
24	The wife's irritability and pride.	25	%71.4
25	Financial and economic problems.	30	%85.7
26	Emotional and sexual incompatibility, jealousy, and infidelity.	7	%20
27	Problems in relationships with relatives.	9	%25.7
28	Health problems (chronic illness, disabilities, infertility).	8	%22.8
29	The wife's entry into the workforce.	7	%20
30	Problems related to divorce or separation.	5	%14.2
31	Parental bias (or bias towards the child's gender)	4	%11.4
32	Polygamy	3	%8.5
33	Problems related to differing parenting styles across generations	28	%80
34	Excessive religiosity	5	%14.2
35	Disparities in educational level between spouses	8	%22.8
36	Age differences between spouses	7	%20
37	Certain genetic or environmental factors	5	%14.2
38	Discouragement of learning and exploration	11	%31.4
39	Negative comments and ridicule of the child's ideas and creative attempts	19	%54.2
40	Instilling fear and shyness towards adults and authority figures	12	%34.2
41	Discouraging the child from expressing their opinion and viewpoint	19	%54.2
42	Following the rote learning method in education	6	%17.1
43	Treating information presented to the child as unquestionable truths	5	%14.2
44	Not giving the child the opportunity to lead and plan	6	%17.1
45	Accustoming them to dependence and subservience to others	5	%14.2
46	Imitation, blind imitation, and intellectual rigidity	6	%17.1
47	Inability to learn	3	%8.5
48	Poor or insufficient motivation	20	%57.1
49	Indifference to the child's interests	17	%48.5
50	Low intelligence and abilities	9	%25.7
51	Inferiority complexes in their various forms	4	%18.3
52	Delayed childbearing	2	4%5.7
53	Constant fear of failure	4	%18.3
54	Unjustified perception of others' criticism	2	%5.7
55	Constantly making excuses	3	%8.5
56	Family size	6	%17.1
57	Child's birth order	5	%14.2
58	Parental age	4	%11.4
59	Low parental education level	23	%65.7
60	Introversion, isolation, shyness, hesitation, and peer-related problems	11	%31.4

The table reveals numerous challenges and obstacles that can hinder the positive impact of family life quality on children's creativity. Emotional and sexual incompatibility, jealousy, and infidelity are among the most significant factors negatively affecting family life quality. Furthermore, children's negative emotions and behaviors, inadequate parenting, reliance on

ineffective parenting methods, parental over-protection and excessive attention, and insufficient or inadequate stimulation within the family are major impediments to the positive influence of family life quality on children's creativity.

Findings and Discussion

The researcher reached several conclusions, most notably:

1. Many parents lack an understanding of the meaning of quality of family life and its applications in artificial intelligence and adaptive learning.
2. Many practices in family life remain very traditional despite the changes that have affected contemporary family life. This traditional tendency misses opportunities to develop children's creativity through artificial intelligence and adaptive learning tools.
3. Developing creativity in children requires family interaction and integration, which is an essential part of quality of family life in the context of artificial intelligence and adaptive learning applications.
4. High quality of family life is associated with increased creative abilities in children.
5. Using adaptive AI applications enhances the effectiveness of children's learning and the development of their creative skills.
6. Interaction between the family and smart devices leads to a noticeable improvement in problem-solving and innovative thinking.

Study Recommendations

The researcher recommends the following:

1. Developing guidance programs for parents on effectively utilizing the principles of quality family life to foster creativity in children, in relation to artificial intelligence tools and adaptive learning.
2. Taking measures to monitor developments in contemporary family life and their impact on children's creativity.
3. Addressing the topic of ensuring quality family life in relation to children's socialization in formal and informal forums, on social media, and in other media outlets, linking it to modern scientific trends.
4. Leveraging successful international experiences in effectively utilizing quality family life to foster creativity in children, in light of applications of artificial intelligence tools and adaptive learning.
5. Designing educational programs that connect families, schools, and smart devices.
6. Training teachers in adaptive learning using artificial intelligence, taking into account the characteristics of each child.
7. Providing a supportive family environment and encouraging parental participation in the learning process.
8. Integrating creative activities into adaptive learning content to promote innovative thinking.

Conclusion

This study highlights the importance of communication as a decisive factor in bridging the gap between traditional vocational education and the digital requirements of the pharmaceutical industry. By applying Lasswell's communication model, it illustrates how structured messaging, credible authority, and participatory channels can support the effective integration of tools like ChemDraw. The findings show that successful adoption

depends not only on technological infrastructure but also on communication strategies that legitimize innovation, foster confidence, and embed digital literacy within institutional culture. Ultimately, the research extends classical communication theory into the realm of vocational science education, offering a framework that strengthens chemical computing literacy and prepares students for a digitally empowered future.

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