

INFLUENCE OF FAMILY EDUCATION ON THE MENTAL DEVELOPMENT OF THE CHILD

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Abstract: *The topic is a hot topic no matter what period it is put into question. There will always be children, parents and adults that will always be preoccupied with the efficient education of their children. The objectives of the paper, resulted from the experience gained in activity with children and based on studying key literature, subsume to the purpose of showing that the educational parental style carries either a positive or a negative influence on the psychological development of the grown preschool child, depending on his character. The hypotheses were formulated so that other aspects of finesse to be surprised, namely the effects of the educational consensus and the absence of parenting style influence in the child's education, in terms of its psychological development.*

Keywords: *education, parenting style, psychic development*

In carrying out formal education in kindergarten, the partnership of this institution has an increasingly important role with family and community. Educational activities performed by children was the main source for choosing the theme "Influence of family education on mental development of the grown preschool child". The collaboration between parents and teachers is a fundamental condition for ensuring a child's psychological development, the main aspect of this type of relationship consisting of educational consensus.

Unit educational demands required by the two parts, can only exist when the parent is convinced that both he and the teacher have a common goal: the good of the child. Basics of psychological mental development of the child are placed in the family. The influences of the first social environment where the child first begins to develop is proved to be crucial for the further development of which is the subject of education. Studies in this regard have shown the importance of family environment for the child's personality development, highlighting both a positive and a negative influence of the family atmosphere that can print the development of the child depending on its quality.

The interaction of fundamental factors of mental development determining a certain level thereof the preschool child enters in different environment and soon equally warm as the family environment: kindergarten.

In the activity performed with children, the teacher respects the particularities of their age and their individual. In the development of the preschool stage we can find existing individual differences in socio-emotional and intellectual level. Of course, these differences are visible in substages earlier, supported by the fact that, yes, every human being is unique and original, but the construction made by each parent of one specific and personal method of their own child in the education that they are exercising on him, makes these differences even more visible. Parents are trying to be as kind as they can to their children. They work to be able to offer their little ones, what maybe they didn't have. There is sometimes, however, a slight imbalance between what parents provide to children and their real needs, needs for communication, affection and security. Parents do everything to educate their children, how they can and how they know better. This "everything" means for each parent something else. The adult builds an educational strategy as his child grows, a strategy that resemble the way his parents applied it or the opposite. This educational practice is dependent on the parent's level of knowledge, attitudes and beliefs, its concept of the world and life.

The parenting style adopted in child's education leaves its mark on his psychological development, behavioral main areas that define these are: the cognitive and social-affective one. It is true that talking about parent-child interaction are taken into account both parents' influence on children and children on parents. Influences of both sides can take the form of a "spiral" relational whose continuity depends however on the effectiveness of parenting style. It is one of the factors that influence the quality of parent-child interaction. One of the goals of the present work is strictly theoretical guidance for parents or future parents. It is believed that the practice of educational style, balanced or less balanced prints parent-child relationship a certain character, positive or negative. It is therefore aimed at structuring ways of informing parents to guide them towards the adoption of appropriate educational strategies suitable own child.

The work aims to:

- study about the relationship between parenting style and the level of mental development on grown preschool child;
- study about the influence of educational consensus on mental development to grown preschool child;
- study about the effects caused by the absence of parental style influence on child education;
- designing activities with children were the parents must be involved in order to improve parent-child interaction.

Knowing and demonstrating the consequences of adopting a particular parenting style can intervene in order to train and educate even parents. This optimization parent-child relationship, promoting the idea of an appropriate parenting style and that of mitigating the effects of practicing a wrong parenting style. Early intervention in the parent-child relationship, meaning its efficiency, can prevent the occurrence of mental development problems, to adapt to the social environment in which relationships with others can be resolved with difficulty or maybe not at all with the passing of time. No matter how unlikely it may seem to some, parent education given to their children greatly influence their lives as teenagers, young adults, grown adults. And not so much the content of education, but especially the manner of achieving it. The theme of the work has implications both theoretical and practical. The latter appear in strictly educational plan, is targeting both family education and formal education. More specifically, it is about increasing the effectiveness of these forms of education for the child's psychological development, in short, to fulfill the educational goal. Interdependence of informal education with the formal one is more than obvious, both forms being one for the other as a basis for education and content.

Given the objectives of the work it was established following assumptions:

The general hypothesis:

It is assumed that parenting style affects mental development of preschool child.

Specific hypothesis:

Hy1: It is assumed that there are significant differences in cognitive behavior among preschoolers whose parents adopt authoritarian / permissive educational style and preschoolers whose parents adopt democratic educational style.

Hy2: It is assumed that there are significant differences in socio-emotional behavior among preschoolers whose parents adopt authoritarian / permissive educational style and preschoolers whose parents adopt democratic educational style.

Hy3: It is assumed that there are significant differences in mental development among preschoolers whose parents adopted the same style education and those whose parents adopt different educational styles.

Hy4: It is assumed that there are significant differences between children from institutionalized environment and those from a family environment, in terms of their level of mental development.

To fulfill the objectives, it was established the work variables involved in the present research work as follows:

→ dependent variable: psychological development of the preschool defined as the process of formation and continuous restructuring of characteristics, processes, functions and structures psychobehavioral by capitalizing subjective social and historical experience, in order to amplify the body's adaptive opportunities.

→ independent variable: parenting style, this being the specific manner of reporting the parent to their own child in the education it exerts on it.

In the research participated preschool children (N171) aged between 5 years and 6 years

and 2 months in large groups within three kindergartens from Arad. All children attend kindergarten for at least two years. Preschoolers were grouped into six groups according to their own parenting styles adopted by their own parents. To investigate the level of mental development of the preschool, they were considered the two defining behavioral domains: cognitive, social and emotional. Evaluation of cognitive behavior was performed using scales for assessing mental development in children preschool (1982), built by Irina Chiriac and Angela Chitu, and evaluation of social -affective behavior represented an important aspect for the present research, in this purpose was designed another rating scale. This is based on the model provided by the Romanian scales. After applying analysis of unifactorial variance (ANOVA), the first specific hypothesis of the research has been invalidated. The results didn't revealed significant differences between the environments from groups of children. In other words, whether parents adopt different educational styles, styles compared to other parents and their child, between levels of cognitive development there aren't significant differences. This is explained by the fundamental factors interaction of development, each preschool child featuring hereditary dowry ,increasing and growing differently into a family environment.

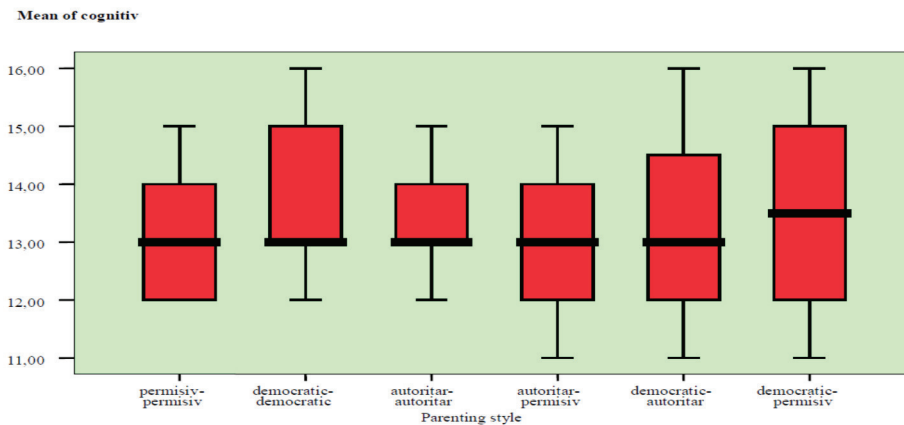
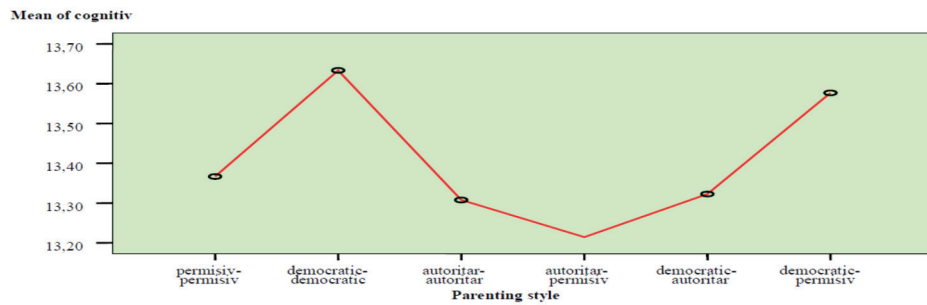
Testing the second hypotheses revealed research results that have allowed its acceptance, confirming the assumption launched. Considering the data obtained, it can be said that parenting education style make these differences on the level of social-emotional behavior to the preschool children. In other words, the manner in which the parent relates with the child, educational speaking, has an impact on how the child fits into the same age collective, relate to them, respect the rules of game in which it participates, has initiative, organizational skills, is active in communicate with colleagues and teacher. Furthermore, they are manifesting emotional experiences in a good way according to the situations that take part.

Interpretation of the results for Hypothesis 3 - One of the aspects that should characterize relations between parents and children refers to consistency and unity demands that parents formulate in front of their children . The assumption made concerning educational consensus proved partially

true. For psychological development were taken, as mentioned, defining behavioral domains: cognitive, social and emotional. For the first domain behavior has been shown that, indeed, adopting the same parenting education style brings a plus in the development of preschool children compared to those whose parents adopt different parenting styles. In other words, when parents have the same kind of requests for the children, they obtained better results than other children whose parents adopt different educational styles.

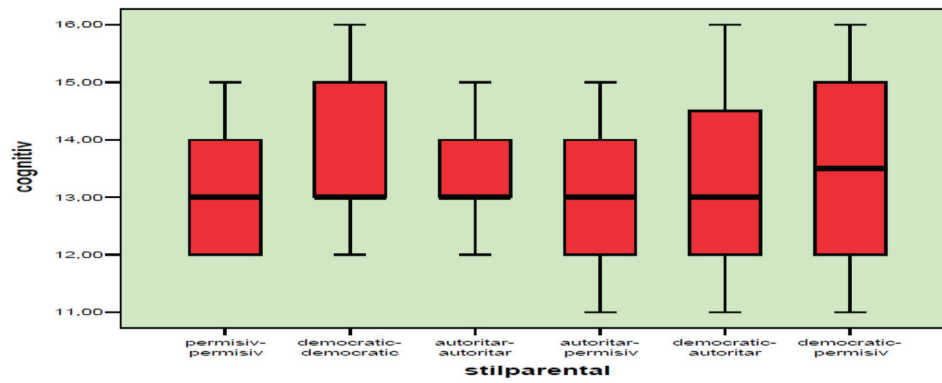
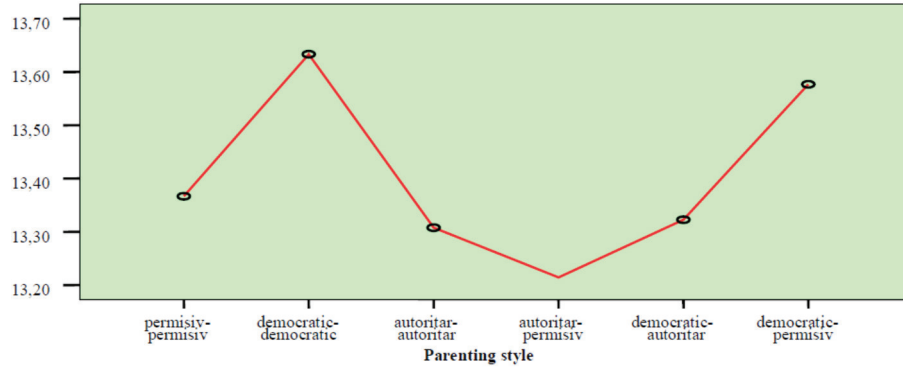
Confirming the latest research assumptions reveals that among children from family environment and institutionalized environment, there are huge differences in terms of the level of mental development. Children who weren't raised by their parents and were taken to orphanages had significantly worse results than those who benefit from parenting styles influence, both on Cognitive Scale and also on Social-emotional Scale.

*Analysis of unifactorial variance ANOVA- Bonferroni
-Cognitive behavior-*

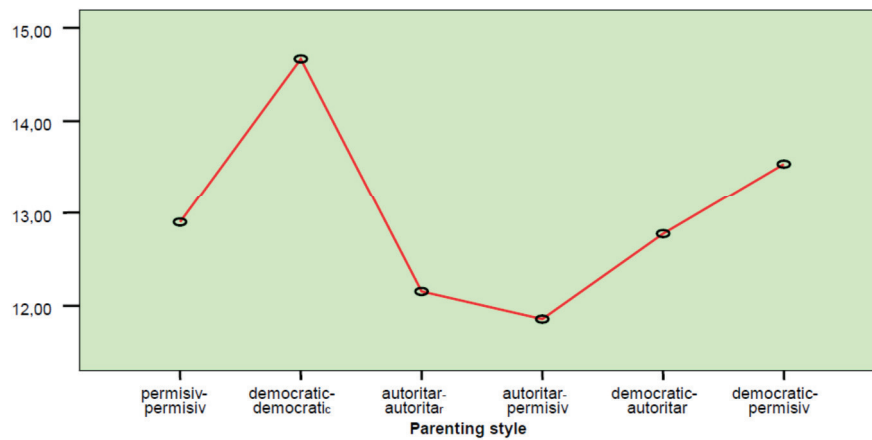


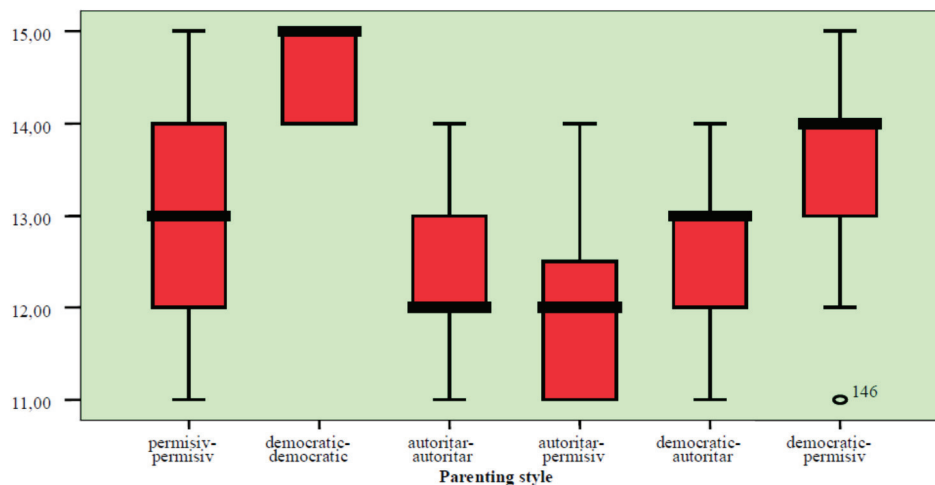
*Analysis of unifactorial variance ANOVA- Bonferroni
-Socio-affective Behaviour-*

Mean of cognitiv



Mean of socialaffectiv





Conclusion

Following statistical processing conducted after applying the tools of investigation, we obtained relevant results, considering, finally, that the objectives of the paper were satisfied. The invalidation of the first hypothesis is not considered a limit, but rather an argument for the beneficial influence of the kindergarten environment for the child's psychological development. We draw attention to the need for close cooperation between family and kindergarten, both areas having decisive influence on the child's personality development. Do not need to lose sight of the fact that kindergarten is the first step in the education system. Most of coordinates teaching activities may be influenced by a good start in relations at this level. Given the observations we can declare the fact that information and optimization solutions for the parent-child relationship exists. However it requires receptivity and good willingness from the parents, awareness that the model offered and the education given enormously influence further development of the child, contributing to his success in life as a HUMAN.

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