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The influence of the educational and family environment on the preschool

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Abstract. Johann Wolfgang von Goethe says behavior is "the mirror in which each reflects his image." This is also visible to preschoolers who through their innocence and sincerity exhibit behavioral differences in the family and in the educational institution. The creativity and imagination of the children goes beyond the imaginary lines of reason and the physical contour of this drawing, having a story behind the visible stories of the craft that it carries out.

Keywords. creativity, gender, family, kindergarten, teacher

Introduction

The family is the child's natural environment, but this environment, whose influence on the development of the individual is essential, differs greatly from one family to another, on the one hand, depending on the society it reflects, and on the other hand according to its own inner structure. The family environment satisfies the child to the extent that it responds to its elementary needs, that is, to the extent that it is an affective and protective environment, the dual condition indispensable for the development of the child. The family is a world that, in certain circumstances, has to organize its defense against external aggressions to protect those members who are still too weak to bear without harm. In these situations, it should not be limited to this role, the "hard fortress", the task of the family lies in the preparation of its members for life. Parents are the first real mentors in the child's life, providing them with the first orientation points in the world, the first information and teachings about things and phenomena in nature and society, the first advises, norms and rules of conduct.

Preschool age is the time when the child is a small "sponge". It absorbs all the information with which it is bombarded by the outside environment. However, the informations provided from the educational environment are different from those provided from the family environment. These differences raise the question: Does the preschool manifest differently in the two environments or maintain a constant behavior combining the two environments?

The educational institution where the preschool spends a great weekly time is a place with rules, their rigors and the consequences of their non-observance, directed activities, mass fixed schedule, rest, play, collectivity, etc. The family is the opposite pole of the sphere. The child is at the center of attention, can often organize and prolong meal, rest, and especially playing.

It is understandable how the changes of the two environments cause the child frustration, dissatisfaction, distraction, and behavioral changes.

During this work, we tried to see if there is a link between the behavior of children in different settings (kindergarten, home) and their level of creativity. The term creativity is used in relation with three aspects. Creativity is highlighted first in relation to the act, the process of creation, a phenomenon of extreme complexity through which either a work of art, or a technical innovation, a mechanism, a device, or a new mathematical theorem, is elaborated. The result of the creative process is explained by the creativity of a person, through a complex human capacity, a characteristic structure of the psyche that makes creative work possible. Finally, creativity is also objectively appreciated by the product of activity - more or less distinct, new, original. This originality is manifested in varying degrees of novelty. A schoolboy who succeeds in solving a difficult math problem through his own effort proves some creativity. But it can not be compared to the one created by a creative scientist of a new theory, recognized world wide. Therefore, A.L. Taylor proposes to distinguish five levels of creativity:

a. Expressive creativity, when a free and spontaneous expression of the person takes place, without concern for utility or value, as in the case of drawings made by young children.

b. Productive creativity, when the person has acquired skills and skills that can produce useful things, but where its specificity is poorly expressed. It is the case of a carpet weaving machine and any skilled worker - they are putting into practice known techniques, the originality being minimal.

c. Inventive creativity makes inventions, improvements to products, appliances important enough to be patented and disseminated in production. The inventors are quite numerous. in Japan, for example, over 100,000 inventions are recorded every year.

d. Innovative creativity leads to changes in the underlying principles of a field, to new talent-specific modes of expression. It is characteristic of a minority, an elite. [6]

Objectives

- ✓ Identifying the profile of the preschool from the private education system.
- ✓ Identifying differences in the behavior of preschool children at home and kindergarten.
- ✓ Identifying gender differences and creativity levels.

Hypotheses

H_{s1} It is assumed that there are significant differences in the level of creativity of pre-school children by gender.

H_{s2} It is presumed that there are significant differences regarding the pre-school behavior in the kindergarten and in the family environment.

Lot of participants

The research has been performed on a number of 17 children (9 girls and 8 boys) age 4-6 years enrolled in a private garden.

Instruments

To demonstrate these differences produced by the outside environment, we applied the BASC test for teacher and parent, version 2-5 years. The test is a multidimensional and multimodal system to evaluate behavior. It consists of two evaluation scales: a teacher rating scale and a rating scale for parents.

The second test consisted of a sample of creativity that consisted of coloring a contour drawing without the colors or the number of them.

Looking from A.L Taylor's perspective we analyze pre-school drawings according to the following criteria: the number of colors, the predominance of warm / cold colors, the observance of the contour, the uniformity of the work, the observance of the natural colors in some elements of the drawing.

In the BASC test we analyzed the following aspects of the behavior:

1. Hyperactivity is the amount of actions a subject engages, a feeling that is often more difficult to recognize when assessed separately because of the ambiguity of its limits with normal behavior. Indeed, the amount of activity can be as visible as possible from one individual to another. [1]

2. Aggression is the destructive and violent behavior oriented towards persons, objects or to self. It involves active denial and produces damages or only transformations. [2]

3. Anxiety by Paul Popescu Neveanu is a disorder of affectivity manifested by states of anxiety, fear and unmotivated fear. It is called "fear without object" being in antithesis with phobias that is "fear with object".

4. Depression is the more or less sustainable mobility, characterized in particular by sadness and a decrease in tone and energy. [3]

5. Somatization is the tendency to live and express a somatic suffering in response to stress or psychological trauma. [4]

6. Atypicality is strange features or strange thoughts in the child.

7. Withdrawal is the action of removing or giving back the face of a danger or an action that causes the subject to fear.

8. Attention problems are defined by the lack of focus of the subject on the activity it carries out.

9. Adaptability is the ability of living organisms to achieve response responses that increase their chances of survival under changing environmental conditions. [5]

10. Social skills are capacities that help us interact with others and integrate into the environment in which we operate.

11. Functional communication is the communication that takes place between the preschool and the other interlocutors, finalizing in an efficient way, with a result for both sides.

Everyday activities represent the degree of involvement and interest shown by the preschool in non-educational activities.

Interpretation of results

1. It is presumed that there are significant differences in pre-school behavior in the kindergarten and in the family environment.

To verify this hypothesis, we analyze the results obtained on BASC test scales.

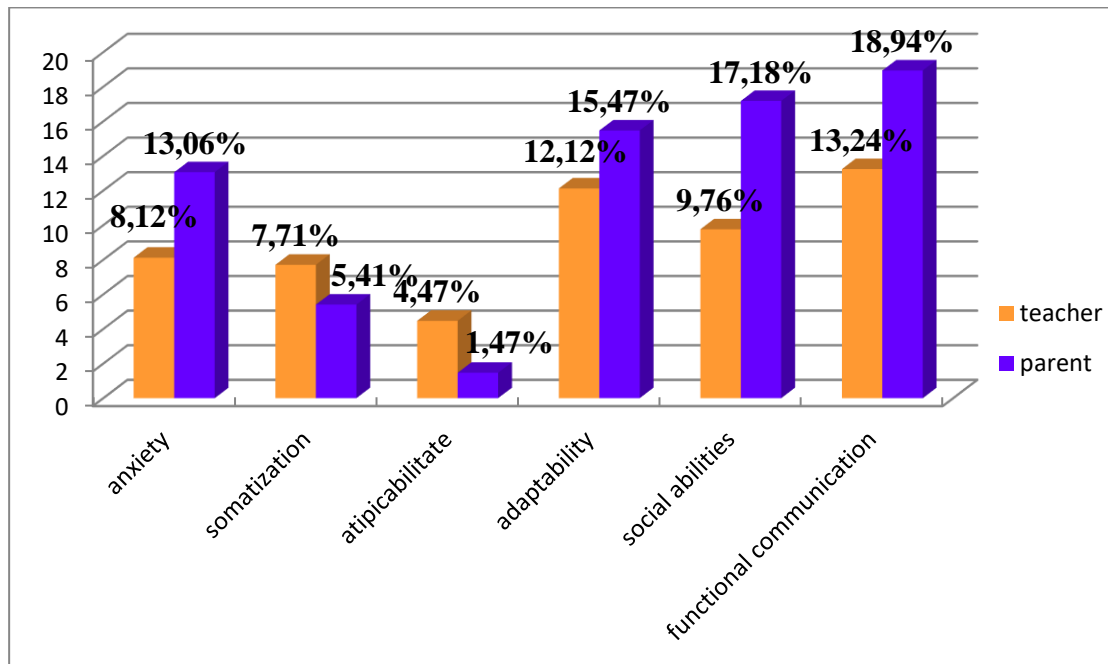


Fig.1 Representation of behavioral differences according to the observer

Somatization and atypicability is more easily observed by the teacher, spending it with the preschool between 20-45 hours a week, seeing how it manifests at different moments of the day or interacting with colleagues.

In the family environment, children are not stressed to make somatic changes as happens in an organized, institutionalized framework that is grounded in a set of rules.

An increased family anxiety may be due to the lack of interaction with children of the same age, fear of failure or disappointment of the "big" ones.

The impact of the family on the preschool self-esteem or the sometimes high demands that parents have is what is seen in the anxiety difference. The perfection that parents want from their children and the rigor with which they treat their results and performance are those that change their behavior and interaction with the child.

The teacher does not require the preschool to be differentiated by seeing both rewards and sanctions equal, which does not make the child have a reluctance to manifest.

Adaptability in the family is greater because it is in its natural environment without being disturbed by external factors. Parents can not, however, notice if a preschool can adapt to a different environment if it relates only to the family background or when it is in the presence of a family member.

Social skills are more easily observed by their parents having contacts with them in many groups such as friends, playgrounds, various visits, etc. Children develop their communication skills in the educational institution but frequently use them outside of it.

Functional communication is more pronounced outside the educational institution because it is influenced by the child's communication capabilities and the environment in which he wishes to manifest.

2. It is assumed that there are significant differences in the level of creativity of preschool children by gender.

To verify this hypothesis, we analyzed the applied creativity test. Data processing was done using SPSS.

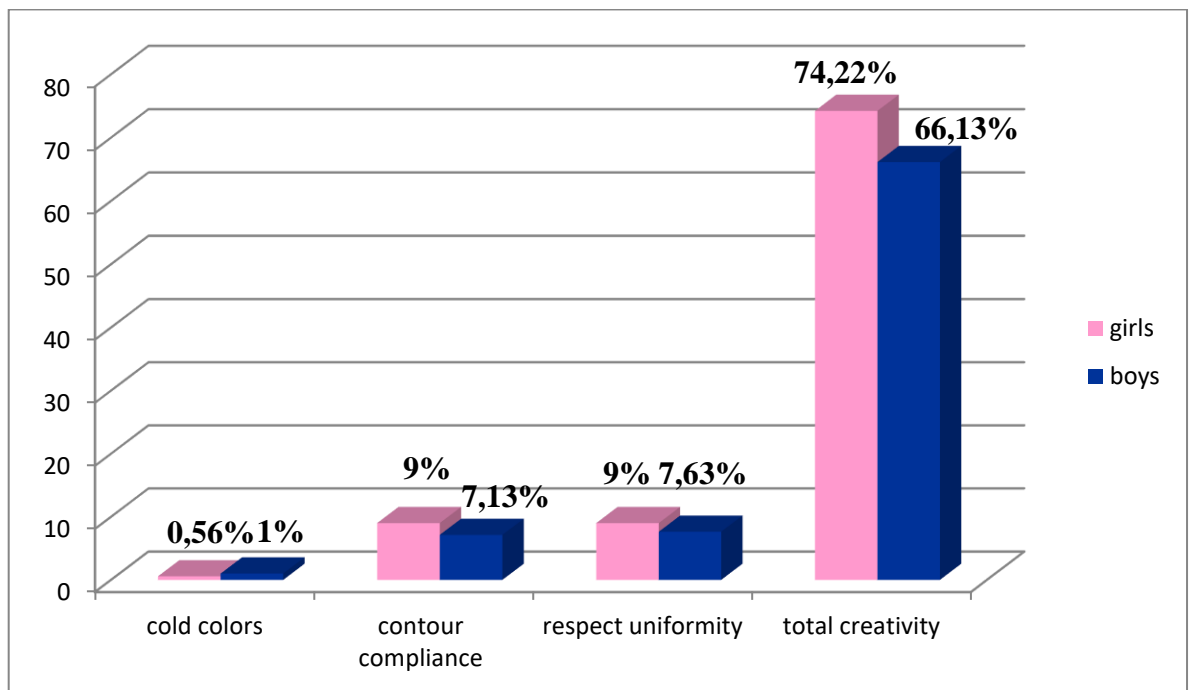


Fig.2 Distribution of significant creativity outcomes

We have two lots of children. We applied the t test for independent samples. After the statistical processing of the data we obtained the following significant differences:

For the variable coloring of the girl with warm colors $t = 2,068$ at a significance threshold $p = 0,05$ in the sense that the girls prefer to use hot colors on average $m = 5,11$ size boys who used warm colors with an average $m = 3,38$.

For the contour variable variable for which the test value t is 2.996 at a significance threshold $p = 0.01$ in the sense that girls perform better in contour, they are more patient by obtaining an average of $m = 9.00$ instead of boys are more anxious to get an average $m = 7.13$.

The third variable at which significant differences were obtained is the uniformity variable for which we obtained $t = 2.458$ at a significance threshold $p = 0.02$. And in this case, the girls managed to use the colors even more consistently drawing the drawings. The average of girls at uniformity is $m = 9.00$, and for the average boys obtained at this variable is $m = 7.63$

Observing the distribution of cold colors, the boys use more of the cool colors in the chromatic circle even by grasping the work, and the girls avoid them or use them in a small amount. An explanation for this difference is the perception children have about the surrounding environment and the family factors that have influenced them. Thus, boys are dressed at an early age by parents with clothing elements that fall into the category of cool colors such as green or blue. These have toys around them in the same nuances or that are predominantly black, which implies in their mind the idea of using these colors themselves.

Girls are actually protected by parents by warm colors such as: yellow, orange, red that influence them to think positively. Girls' toys are predominantly in warm colors: blond (yellow) dolls, red dresses or brightly colored flower models, kitchen, hot-packed medical kit.

From these differences caused by the environment or the influence of the family on the preschool, we infer the gender difference in the use of the pale color palette.

Observing outline is another variable that differentiates children by gender.

Girls by their specific nature are more patient, meticulous in antithesis with boys who are impatient and hurried. The emphasis has been placed on girls in static activities such as coloring or making puzzle games to mold their skills and prepare them for maturation. Due to

the early development of the girls compared to the boys, they show an increased interest in these activities, which require concentration and patience.

Boys are more energetic, not particularly educated as needing patience in solving the tasks they are interested in.

The development gap and the environment in which the child is working impress patience by seeing activities such as contour cooling.

Observance of uniformity is influenced by the same factors above being related to the previous variable.

Centralizing creativity data we see a visible difference between the scores obtained at the girls 'and boys' creativity variable.

Girls have a high level of creativity due to both their activities and the encouragement they receive to persevere in static action but with an important result.

Boys lack patience and meticulousness at this stage of development, being preoccupied with the completion and amount of work, work, and not the quality that it has at the end.

Analyzing the data above, we note that there are differences between parent and teacher perceptions and gender differences in creativity.

Conclusions

The family - the first living environment of the child - exerts a considerable influence on its development. Studies of specialists, but also reality itself, confirm more and more the importance of this core of social life in individual development and social integration. Childhood is the most important age for the future formation of man. The child completes his first family life experiences. The home in which he grows, his warmth or indifference will strongly mold his way of life, personality and courage to approach life. What he learns in the early years is the starting point for the complex development of the individual, and it is therefore important for the family environment to be conscious and responsible.

Although school is extremely important in educating children, let us not forget that it is only a component of education that joins the family to properly support and guide the child. The primary role lies with the family, which is the social cradle of the child and its support for almost the whole life. Relationships established between parents and children are crucial to the quality of relationships that the latter will establish over the course of their lives in different contexts. School starts from the family. It is about that school where the child assimilates everything that can be useful to him, without being forced to do so in a formal context. He needs intellectual stimulation, which is provided by making toys, books, cassettes, games, but also through the play and discussion activities that he is trained by the adults around him.

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