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COMMUNICATION AND EDUCATION, RECIPROCITY IN THE PARENT-CHILD RELATIONSHIP

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Abstract: *Throughout the parenthood, the priority is and shall remain at all times to ensure the physical, mental and emotional health of the child. The balanced development of the children is determined by adequately meeting the needs involved by different development stages of the children. Often the parents feel helpless in their capacity, being unable to identify the actual needs of their children or approaching them wrongly, thereby generating negative effects that can sometimes mark for good the behavior of the future adult.*

Ill-treatments applied to the minor are actions of the parents or of the person to whom the child is entrusted for raising and education, actions that seriously jeopardize the physical, intellectual or moral development of the child. Today's generation has a much faster development rhythm. Today's children are the future adults; the responsibility for their education lies with their parents and teachers, but the society is not relieved from such responsibility. For the parents to successfully accomplish this responsibility, support is required from the community, from the entire society. The parents represent the key-elements in ensuring the observance of child's rights, as the child spends the most of the time at home, and the parents or the adults fulfilling the role of parents have the most significant influence on shaping the child's psyche and personality, whether they are aware of this or not.

Keywords: *responsibility, influence, family climate.*

1. INTRODUCTION

Each family has its own place, but also its own role in the progress of the society. The family as the primary element the child takes contact with and remains the permanent and fundamental landmark in the condition of the individual, in manifesting civic, moral and behavioral attitudes. The human being is the being whose relationship depends essentially on communication and given this, its building, reliability and vocation cannot be explained outside the exchange of messages. Through communication the individual is humanized, forms and develops its personality in a

continuous assimilation process of social experience in an unlimited variety of contents and forms. Understanding its position in different circumstances and providing appropriate answers, means catching the way to process the information provided by the environment.

2. THE PARENTS-CHILD RELATIONSHIP

2.1 Theoretical approach.

Communication is the binding element of any group and the essential link between its members. It has a number of vital functions on

the group: it adjusts individual behaviors, allows the existence of influence and domination, it facilitates the delivery of performance by the groups in fulfilling their tasks, it ensures group cohesion, it values the group, it represents a socio-cultural unity element making the group to become a reference for the individual. The need for lifelong learning became evident and was structured amid concerns for adult education. Lifelong education triggers many institutions and means provided by the society. Thereby a permanent shaping of human personality is obtained, both through the various levels of the educational system and through the instructive-educative and cultural actions addressed to all age groups of the population, in particular to the adults.

The family is an educational factor that guides the human being for the longest of his/her life. The child lives most of its time in the family, where they learn the language, customs and civilized behavior, this is why we say that "good family upbringing in early childhood" has a decisive role on the subsequent building of its personality. The high educational potential of the family is conditioned by the structure, material and cultural level, by the relational and emotional atmosphere in the family (harmony between spouses, normal life, good organization), by their responsibility towards the education of children. The family is the first social environment for development and fosters the establishment of contacts of the child with the society, where the child receives the first education elements. One of the main features of the family is that it provides stability and strong affection, promoting thereby learning. Common knowledge is that in a family the mother represents affectivity and the father the authority. The question in this regard is to establish a balance and a safe environment conducive to the harmonious development of the child. Unfortunately, the living conditions of children in our country are stressful, the parents are overwhelmed by the worry about the future, by the job insecurity on the one hand, and on the other hand the divorce, child abuse and aggression manifested on children represent several negative aspects in the normal, natural development of the child. The

preparation of parents or of potential parents to achieve the educational competences represent one of the objectives of the school system. In a family where mutual respect prevails, manifesting stability and where its members are satisfied by the results of interactions, the child is central. The existence of a child carries a positive meaning, but complicates the bidirectional relationship between the spouses, turning it into a tridimensional one. The child exerts its influence on the family, restructuring its activity, requiring adaptive change. Under normal circumstances this does not lead to an imbalance of the family, but to a new organization, imposed by goals considered by the parents worthy of their sacrifices.

Dysfunctional families usually have affected communication patterns, family balance is severely disturbed by the existence of conflicts. Just one flaw of the family is enough to affect the psychic life of the child, resulting in a number of drawbacks, including the difficulty in its dominant activity; mental or moral trauma may arise, the child falling through in psychiatric disease states, in reprehensible conduct. Parents easily accept that they may not be perfect, but would like some perfect children to meet their own moral or behavioral ideal. Parents must accept the child as he/she is, with strengths and weaknesses, to love and support him/her unconditionally. Every family has its own style of education, which is mainly dependent on parenting style, referring to the action method of the parents over the children and may be harmonic or disharmonic unity between personal education styles of both parents.

Within every family both spouses have to act as one over the child and to avoid adopting educational strategies that might influence negatively the child's behavior and to contribute to smooth building of its personality.

Many times parents are not able to solve their own problems with their own children. They use excessive authority, violence, do not communicate enough with their children or are indifferent and do not notice when their children have problems.

Family and parent education targets those actions aimed at practicing educational



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function and at developing effective communication and interaction practices in the family. As a subsystem of lifelong learning, it responds to specific, actual needs and offers alternate ways and conditions for self-education. Parent-children communication poses serious problems because parents born and educated in a world with rigid conceptions, have children born in a world full of movement and change.

Information and training of parents on child schooling requires each parent to know its legal obligations on the education of the child, the importance of its attitude for its child school success, the methods to collaborate with the school.

There are numerous situations where work is needed to inform and educate parents including:

- Complexity of child development at different ages;
- Educational roles the parents have and need to have;
- Development of the quality of inter-individual relationships in the community;
- Maturity and development of social responsibilities;
- Partnership with the child in various affective disorders or other disorders;
- Prevention of problem situations, of education and development risks.

Studies have shown that a so-called good parent is one who manages to respond appropriately to their child's needs, by not developing obedience but the respect of individuality and autonomy from the earliest ages. Permissive relations determine inaccurate, aggressive and disobedient behaviors, the authoritative relations cause obedience and lack of initiative and self-esteem, and the overprotective relations tend

to determine passive behavior, addiction and unresponsiveness.

2.2 Research dates.

Information and training of parents regarding child schooling requires, at least, for each parent to know its legal obligations on the education of the child, the rights it has for the education of the child, the importance of its attitude for its child school success, the methods to collaborate with the school.

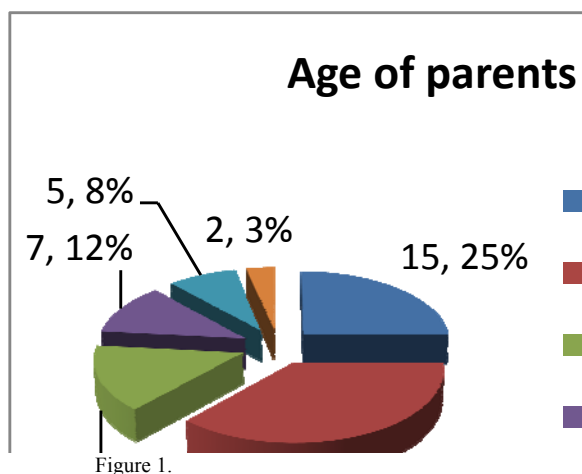
Parenting is evolving, and what used to be fit for our parents is no longer adequate for today's children. We need to rethink the way the role of parents is understood and their communication with the child, as well as the coherent and organized support to achieve them.

This research aims at highlighting the role of parents in child's education, namely the effect of parental education on communication and their behaviors in relation to children.

It is based on the hypothesis that parental participation in educational activities will lead to acquiring skills and abilities in terms of educating their own children, resulting in changing the education method of children within the family and at school. Questionnaires were applied to parents, children and teachers, regarding the awareness of the need to educate parents, explanation of the answer and group interview targeting information on child education methods, new knowledge learned by the parents, problems faced and other issues.

This research is ascertaining. Considering that parental education directly impacts children, questionnaires were provided to parents and children, as well as to teachers involved in the education of the child. The research subjects were chosen from

Brasov. Predominant ages are between 31-35 years, namely 22.37% and between 25 and 30 years - 15.23%, as seen in the chart below (Figure 1).



By analyzing the age of the parents a big age difference is observed between the child and the parent. This is particularly important since the differences between generations become more visible, the parents of this generation of children being raised and educated by completely different moral and spiritual values. In the last decade the family has undergone major changes due to socio-economic conditions. Although the following analysis of the responses of parents and teachers regarding the quality and collaboration between them is rated as good, there are a number of problems that hinder the teacher's work and depend largely on the parents. Some parents believe that educating children is the exclusive responsibility of teachers, they take their children to the kindergarten casually, have different ideas about educating children than the teachers, do not have time to communicate with the teachers, are protective or over-protective towards their children and this hampers their relationship with the teacher, do not have time to attend parent meetings, misunderstand information about the kindergarten and the children, have exaggerated expectations from the kindergarten and the children. Also, teachers believe that parents should respect them more, to take into account their comments and suggestions, considering that if parents show them more respect this will lead to the same behavior from the children. In

terms of collaboration of the kindergarten with the family, most teachers mentioned: parent meetings, daily discussions (given that parents come every day with their children in kindergarten), home visits. Other activities mentioned were: roundtables with invited persons, joint activities for the manufacture of materials, toys, trips with the children and parents, demonstrations in which parents can see the child's knowledge in relation to that of the group, the development level reached by the child. As a novelty the parent clubs, parent resource center are mentioned, which could include a wide range of services provided to parents: special hotlines, expert advice offered by psychologists, teachers, doctors. The most effective technique for controlling behavior is linked to encouragement which states that the behavior resulting in the desired consequences will repeat itself, namely that if a child likes what is happening as a result of its behavior, it will tend to repeat such behavior. Unfortunately many parents, without realizing it, criticize, nag and punish more than they should, failing to notice the good things done by the child, contributing thus to the aggravation of the child's behavior. To obtain good results it is important that encouragement or reward appear as an immediate reaction, to react with enthusiasm and to repeat the process many times. It is much more effective to pay attention to the behavior. This behavior should be punished or verbally praised at the right time. Behaviors that constitute problem for parents are personality disorders: the child is stubborn, distrustful, shy, hesitant, cranky, moody; and discipline problems as the child does not comply with the rules: does not sleep in time, is messy etc.

Given that these behaviors refer to preschool children and the child's personality is built at this age, behavior problems are normal, such as: distrustful, shy, hesitant. Parents should intervene by using verbal praise for the child to create a positive self-image. Recent research has shown that both children and adults who respect themselves and have a positive image about their person will be self-confident. Most parents cannot help themselves to tell the child words such as: you are bad, stupid, lazy, cocky, fool, ridiculous, clumsy, etc. All these statements of parents



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and teachers make the child to feel humiliated, ashamed, unhappy and to doubt its value. Such feelings begin to appear in childhood and are still nurtured by a performance-oriented society. Results affect self-image of the person and its whole life.

3. CONCLUSIONS & ACKNOWLEDGMENT

The child tests its parents love through its behavior, so they often are bewildered and exasperated and will interpret certain behaviors as disrespect. When a child misbehaves means that one of its needs was not satisfied. It often checks the parent's authority through different behaviors. The child needs to learn from practical examples, as long as its ability to think abstractly has not yet been developed. Our own character traits are reflected in the lives of our children.

Behavioral psychology has found that changing the response to a particular situation can lead to a major change in the whole situation, i.e. if parents change their attitude towards a certain behavior, it will change the child's behavior as well.

Times have changed, but human relationships that represent the basis of building the character have not. Children need parents to provide them a warm home, love and guidance, effective communication, a close relationship to set the beginnings of the human.

The education of parents contributes to their social and spiritual emancipation. Socio-economic changes in the early 20th century, the transformations undergone by the married couple, the family as core of the society, require parent education to prevent negative effects on the child development.

The number of single-parent families has significantly increased, the standard of living is low due to the high rate of unemployment, the number of abandoned children has increased, school dropout increased, the number of cases of children abused physically, emotionally or sexually increased. In all these cases the family is no longer the optimum environment for child development. Parents concerned with the major issues of survival can no longer provide the child affection, warmth, joy of childhood-necessary elements for the balanced personality development of the child.

Information, awareness and involvement of parents in their own child's education and development is not just their problem, but it must become a concrete, systematic and permanent action for all categories of professionals working with children, of the central and local authorities, of NGOs, communities and civil society in general. Parent education should become a constant professional concern of teachers and psychologists. It is necessary to strengthen the collaboration between the family and the educational institution (kindergarten, school), to create a flexible system in the communication and collaboration relation with parents, to achieve harmony in child education outcomes optimization efforts. Parents should be aware of their responsibility in child education, to consider kindergarten and school as a reliable partner in this noble task.

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