



TECHNIUM
SOCIAL SCIENCES JOURNAL

Vol. 30, 2022

**A new decade
for social changes**

www.techniumscience.com

ISSN 2668-7798



9 772668 779000

Development and optimization of social skills in children of preschool age who come from single-parent families vs. biparental

Sandu Mihaela Luminita¹, Calin Mariana Floricia², Trandafir Georgiana³

^{1,2}Ovidius University of Constanta, Faculty of Psychology and Educational Sciences,

³Independent Researcher

mihaela_naidin@yahoo.com, fmarianacalin@gmail.com

Abstract. The research started from the idea that preschool age is a very important moment in children's lives, they learn to relate to the people around them and solve various social situations that they face every day. Preschool age is a time of discovery, of socialization, of shaping self-awareness. Another objective from which we started is that more and more families are dividing and most of the time children grow up with one parent. The actions of the parent guide the child's social development and provide him with the framework for the formation of self-confidence, therefore the parent who remains in the single-parent family must be a good example for his child for a good development because the child observes and imitates the behavior of the parent, he being the closest human model.

Keywords. development, optimization, skills, children, preschoolers, single parent, biparental

1. The concept of social education and social skills.

Etymologically, the word "education" comes from the Latin "educō, educere", a term that has different meanings.

Sorin Cristea, (1998) in the Dictionary of Pedagogical Terms, defines education as "a psychosocial activity designed at the level of pedagogical finalities aimed at achieving the function of formation-permanent development of the human personality through a pedagogical action structured at the level of the subject/educator-object/educated correlation, carried out in an open pedagogical field."

Potolea Dan, (2001) in the paper presented at the Seminar "Initial and continuous training of teaching staff" defines competence as "a proven ability to select, combine and use appropriate knowledge, skills and other acquisitions consisting of values and attitudes, for the successful resolution of a certain category of work or learning situations, as well as for professional or personal development under conditions of effectiveness and efficiency."

Social competence refers to "children's ability to form functional social relationships with other children and adults in their lives. In other words, social competences facilitate positive interactions, corresponding to cultural norms, in such a way as to allow the achievement

of one's own goals and at the same time the respect of the needs of others. According to this definition, any social behavior is the result of a learning process of what is valued by society."

Social skills mean "children's ability to form functional social relationships with other children and adults in their lives. In other words, social competences facilitate positive interactions, corresponding to cultural norms, in such a way as to allow the achievement of one's own goals and, at the same time, the respect of the needs of others" (Stefan, C.A., Kallay, E., 2010, p. 27).

Social or interpersonal intelligence is one of the eight basic intelligences that all people hold in various forms of manifestation, it exhibits "the ability to communicate permanently with the outside world, to solve problems and to create products thanks to empathy, knowledge and understanding of other people, motivations, interests, ways of interaction specific to other people and thanks to interaction / relationship with others" (Petrovan, A.R., 2010).

2. Training and development of social behaviors and skills in preschoolers.

The onset of preschool involves the diversification and enrichment of emotional states. As the child's background environment expands as he begins to go to kindergarten, his inner world will also be amplified, and efforts to adapt to new requirements will increase.

The entire affective development is attributed to the identification process. The closest human models being the parental ones, the child initially strives to identify with his two parents or even one where appropriate. The circle of people with whom she identifies expands, the teacher becomes one of them, with a powerful effect for children, the emotional field being thus enriched with new feelings.

Participation in kindergarten will lead to the modeling of interrelational behaviors, the group of children in the kindergarten generating a psychosocial climate in which each child is both a spectator and an actor of all the events that take place here.

By accepting and becoming aware of certain rules and norms of cohabitation and "emotions are mediated by the analysis of situations through the prism of moral values, which constitutes a higher level of emotional socialization." (Glava, A., 2002)

Vygotsky (1971) emphasizes that socialization is a permanent confrontation of the child with his social environment, in which he learns the language, thus reaching the socialization of his thoughts and ideas. He introduced the concept of "social development situation", including in its sphere the combined effects of internal and external development agents. The respective "situation" is characteristic of each stage, defining the special dynamics of psychic development in a certain period.

Piaget (1970) emphasizes the role of knowledge of psycho-hereditary heritage in evaluating the results obtained and expected, in the process of socialization of the individual, since, due to the hereditary characteristics of the child, "the process of socialization is not reduced to fixing certain imprints on a blank roll."

Under the influence of social relationships, there is a continuous structuring of identity. The child's image and self-awareness, and above all, his moral awareness are more pronounced. The child becomes more open to acquiring behavioral rules and norms, more receptive to family habits or kindergarten, which leads to the discipline of behavior from a social point of view. Acquiring food, hygienic and clothing skills increases the autonomy of the child.

Preschool age is a period of discovery, socialization and self-awareness, and social skills are developed by the age of 6-7, they are the main predictor for adaptation and school performance up to the age of 10.

Catrinel A. Stefan (2007), defined social competences as "children's ability to form functional social relationships with other children and adults in their lives." In other words, social skills facilitate positive interactions, in accordance with cultural norms, so as to achieve their own goals and, at the same time, respect the needs of others.

According to the above definition, any social behavior is the result of a process of learning what is valued by society; for example, greeting or introducing ourselves to strangers is considered polite ways to initiate an interaction. These behaviors help us achieve certain goals, while allowing us to initiate and establish a relationship with someone else.

The self-concept, which represents the image of children about themselves, continues to develop during this time. The preschooler is described in concrete terms, the characterizations including their physical traits or the activities they practice. Thus, young children see themselves more in terms of appearance and belongings (for example, I have blue eyes, I have a bicycle) and the actions they can take (for example, I can skate, I am help with shopping). Unlike school children, who are more realistic about themselves, preschoolers describe themselves in optimistic terms, mentioning only positive traits about themselves.

It is important to note how preschoolers make assessments about the private nature of the self, namely that "preschoolers do not yet make a clear distinction between their own feelings and the behavior they manifest in public." (Schaffer, J., 2007)

3. Optimizing the parent-child relationship

3.1. Setting rules

One of the most important functions of the family is to educate and train children for their optimal integration into social life. Parents within the family group exert educational-formative influences on their own children, the conjugal couple being a true social model, which has a decisive influence on children in shaping their conception of life, behavior and relationships in relation to different rules and social values.

On the other hand, parents exert educational-modeling influences within the family and directly, based on a certain educational strategy, using more or less systematically certain educational methods and techniques. However, these educational strategies do not always lead to the achievement of the educational optimum that favors the fruitful "fruiting" of the personality of the educational influences exerted. Here are some of these strategies:

a) Excessive severity, with some rigidities, firm orders, threats, leave a strong mark on the process full of personality formation. Hypersevere parents impose a work regime for their children, which exceeds the limits of their psychological and psychophysiological tolerance. Children are practically deprived of the joys offered by childhood and early youth, and the phenomenon of chronic and irrational fatigue of their energy resources settles very soon (Mitrofan, 2010, p. 146). due to exhaustion

On the other hand, maintaining such a work regime and in such a hypersever climate, gradually leads to changes in one of the most important dimensions of personality - the relational attitude - translated into apathy, indifference to what to do. or in relation to those around him, attitudes of protest and revolt even against the new influences exerted on him, all as a result of a suite of frustrations accumulated over time.

b) Another inappropriate strategy is the superprotective one.

Parents make great efforts to protect the child, to spare him too much as he cannot to go out into the world alone to try his own strength. These parents consider their own children completely different from others (because they know everything, because they are extraordinary, therefore, they must be spared, protected from the wear and tear of the current

work required by family, school, other groups, to give everything later. As a result, their work schedule is light, uncontrolled, with rest time taking up a significant amount of time spent outside of school hours, and one of the immediate consequences is a detachment between self-image and children's real possibilities. and when they are put in front of their parents, when they are put in front of a busier, more rigorous program, with full tasks in these children, the feeling of fatigue, anxiety, dissatisfaction sets in very quickly.

c) "Free education", influence and educational control, being limited to the maximum, sometimes to the total negligence of the child. Some parents deliberately or not, manage very little to take care of their children's education, for them children have full freedom regarding the organization of the work schedule as well as the choice of recreational activities.

However, treated in such a way, children become estranged from their parents, from their expectations, remaining at the disposal of the waves of educational influences exerted from other directions, ultimately leading to the shaping of negative effects on their personality.

Certain hypological profiles of parental behavior have emerged in the literature: rigid parents (impose on children ideas, opinions, how to live and see), bohemian parents (leave children to others or at will), anxious parents (put considerable pressure on the child, because he feels spied on, neglected), childish parents (who refuse to define themselves as parents, withdrawing from any responsibilities), too lenient parents (give the child no limits what he wants). (Hetherington, E. M., 1999, p. 22).

R. Vincent in his work "Bulletin of Psychology" outlined several profiles, including:

1. The dominant father. He is the type of father who demands obedience and respect, in whose eyes the wife and children are weak beings who must be led and protected. Children of this type of father are often shy and inhibited but may present themselves as rebellious and authoritarian, and conflicts between such personalities can lead to brutal ruptures of father-son relationships.

2. The tyrannical father has an authority that operates in compensation and by leaps and bounds, being basically shy, often weak. Sporadic and aberrant outbursts lead to the deterioration of the paternal figure of this type, the child reacting to such behaviors through states of inhibition, fear, instability. The father-friend bases his ascendancy less on authority than on the sense of esteem he tends to form in children. However, it has the disadvantage that, having no precise limits, it is ultimately suitable for confusing children.

3. Candy father. Children raised without any constraints, having both parents always available, to satisfy their slightest desire, they will not be able to later bear no frustration, no framework where discipline is required.

4. The resigning father is the father who gives up, the eternal father who has left home, who is always busy. He does not feel able to control, to guide his children. Lack of control favors the appearance of attitudes, forming in children the habit of not complying with school, moral or social requirements.

Of course, such profiles can also be found among mothers.

Since the two spouses and parents do not show coherence in all family groups on the line of parental behavior, by combining the types of maternal and paternal conduct, they can outline combined profiles of the emotional influence of the conjugal couple: the resigning father - the tyrannical mother, the candy father - the friendly mother, the friendly father - the domineering mother.

3.2. Establishing the child's behavioral limits

The moment a child goes beyond the family sphere and enters a community, a new stage of his life begins, but also of his parents. At the beginning of kindergarten there is a restructuring of the daily program, which includes well-defined programs, not only in terms of the content of activities and timetables, but also in terms of the environment in which they carry out these activities (part of the day the child stays in kindergarten, and another part, at home).

It is important for parents to know the program of their children in kindergarten, in order to be able to adapt their activities at home so as to ensure that there is coherence and unity between the educational approach of the kindergarten and that of the family.

Lack of information, communication between the educator and the parents can lead to situations in which the child is subjected in the family to an overworked regime, in an exhausting race to obtain performance, or, conversely, may lead to cases in which the child is no longer stimulated in its development by the parents, considering that this task is exclusively of the kindergarten.

In order for parents to make sure that there is the necessary balance, they need to find out at the beginning of each week, what activities will take place in kindergarten, what materials will be used, what skills and knowledge will be targeted.

They can ask the educator for information about how a day goes to kindergarten, how the activities are organized, how the space is organized, etc. The educator can also be involved in this approach, by displaying the weekly program and initiating the parents in reading it.

The secret of a successful child's program is to keep the parent organized. It is difficult for today's parents, however busy, if they have an agenda on which they write down everything they need to do so that unimportant things do not turn into emergencies. The next things essentials should be prioritized so you should:

- Set a time for lunch
- Set an hour's sleep
- Set an afternoon playtime
- Set a time for dinner
- Set a time for the baby bath.

Parents need to be organized, but be prepared for the unforeseen and accept the calm and relaxed. In time, the child will follow this routine and adapt to the family program. Over time, the child will follow this routine and adapt to the family's schedule. The child needs to be guided, to be shown a direction and, in time, it will be noticed how organized and easy things will be in the family.

3.3. Material rewards and praise

Overall, we as a society believe that praise has a positive effect on children. We make a point of praising children for their accomplishments, and we expect our praise to increase their motivation and boost their self-esteem. Indeed, many books written for teachers and parents echo this conventional wisdom that praise leads to positive results. A recent article suggested that educators "reward the child with verbal reinforcement when he or she exhibits the desired behavior" (Dev, 1997, p. 16). Parents give similar advice: "Be generous with your praise, find as many opportunities as possible. to praise your children as sincerely as you can" (McKay, 1992, p. 243). Praise is recommended even in adults.

So, it is quite surprising that praise actually affects the motivation of children. In fact, a substantial number of studies indicate that praise can often be ineffective and sometimes even dysfunctional. One proponent of this conception has suggested that "praise and reward, though

often regarded as positive, can be constructed as interactions of control that delay or stifle the development of autonomous individuals" (Cannella, 1986, p. 297).

Faber and Mazlish (1995), best-selling authors in terms of effective communication with children, argued that "children become very uncomfortable with the praise that evaluates them because they push them. Sometimes they will deliberately misbehave to prove you wrong" (p. 35). Farson (1963) proposed that, along with adults, "praise is not only a limited and questionable value as a motivator, but can actually be experienced as threatening" (p. 61). Thus, the common sense view that praise leads directly to overwhelmingly positive results can be somewhat wrong.

3.4. Exclusion

Research has shown that childhood experiences that develop a high self-esteem for the future adult are: encouragement, praise, respect, being listened to, being attentive, being hugged. The experiences of childhood that cause low self-esteem are: criticism, ignorance, ridicule, exaggerated standards of parents, frequent comparisons between siblings. Variations in a positive or negative direction have profound effects (and few or no changes) on the person.

For example, "repeated negative labeling is not good for anything, you are a fool, they will lead the child to distrust himself, creating a negative self-image, as long as a child is repeated that he is intelligent and capable, he will come to believe this, integrating it as part of his self-image" (Golu, p. 244).

Later, as he gets older, the school offers a term of comparison in the common activities, and as a result we will have a more modest self-esteem of the child, taking place an increase in objectivity due to established interrelationships.

Around the age of 5, children begin to make judgments about themselves and describe themselves through comparison with others;

- Children begin to understand existing racial differences;
- They perceive age as a dimension, highlighted by the use of the terms small, large;
- Begin to recognize themselves as part of the group and identify with others;
- They have an individualistic perspective. They are self-centered and do not think that another person would be able to see things differently;
- They easily begin to realize the relationships between behaviors and consequences and begin to exercise their will by communicating even vehemently that they want to have something specific

4. Strategies for the development of social competences in the parent-child relationship

4.1. Strategies for effective communication between parent and child

Parents have the essential role of helping the child to develop a realistic and healthy self-perception throughout life.

Communication with children requires certain skills. Parents need to keep in mind that they are still learning. That is why it is imperative to be able to communicate with them at the same level. In particular, parents should use a vocabulary that can be understood by the child, a calm tone and a body language that does not convey ambiguous messages. Devote a lot of time to discussing children and getting involved in their lives.

Parents can be delighted with the preschooler's thirst for knowledge, when asking questions they must patiently answer his questions, open his taste for the world of books ,

informative materials, encourage them to research on their own, involve them in all activities dedicated to knowledge and personal development.

Preschoolers live in the imaginary, tell a lot of stories, and it is a time when it is desirable that parents do not intervene in these moments, since it is possible to create blockages in its expression, a possible self-confidence and a rejection of real life. To achieve this, parents can become discreet, respectful and attentive spectators, observing and at the same time appreciating the imaginative capabilities of the child. It is desirable that the intervention of the parent be made only at the invitation of the child, thus respecting the rhythm of acceptance and integration into the real world. Through play, the child develops socially, emotionally, physically and cognitively.

Verbally transmitted messages are desirable in order to be consistent with facial gestures and expressions, that is, to express the same thing, the style of communication approached should be adapted to the level of knowledge of preschool children, to their level of development. Avoiding the use of criticism and moralization is a strategy for developing communication skills in preschoolers and even if it is only a child should be respected, not interrupted when saying something, if we put labels on it, it will create barriers in communication. The use of constructive suggestions in discussions with preschoolers will increase self-esteem, the use of humor - pushing the joke further when joking will also create a good mood for the preschooler and increase his self-confidence, as well as use a happier perspective when a problem arises and the little one is upset, minimizing the negative effects generated by the problem, the little one will feel safe because the parent will always be close to him, the recognition of mistakes by the adult, will cause the little preschooler to do the same.

The family environment is most directly related to the harmonious development of the child, having a decisive role in becoming a child and in the conditions in which it permanently satisfies the need for emotional support and protection and provides the premises on which to structure psychological and social models will succeed. to fully exploit the biological potential of the child. It is the system in which the child has experiences, observes patterns or patterns of activities and interactions, develops within the relationships between family members.

4.2. Time spent with the child as a way of optimizing the parent-child relationship

The whole development, as well as the human condition itself, are flooded and stimulated by the socialization processes through which the social integration and the identity of the person are constituted. Influences are exerted on the child first through the family and more orderly and systematically with the help of educational institutions, through social life as a whole, as factors that contribute to provide him with patterns of conduct, clichés and reactions, opinions and knowledge about everything. what surrounds him.

The skills with which the child is born and develops are influenced by certain experiences, as he matures, and his innate vulnerability or vivacity interacts with the facilitating nature of the environment. A strong facilitative environment is one where the child has loving and sensitive parents and is provided with rich and stimulating experiences so that the favorable consequences will appear in the case of this type of environment, while the child raised in a poor, unsatisfactory environment will live a greatly disadvantageous.

The roles that the parents play, mainly emotional and communicative and especially through the mother, create the subsequent conditions of action of the educators, of those who will influence, in their turn, the further development of the child. The importance of these roles lies in the fact that the young being appropriates everything he observes around him, his

manifestations of behavior being replicas of the patterns of behavior, types of action and communication made in the family so that the child's conduct will be dependent on the values, needs and norms manifested by the parents, as the main architects of the child's social being.

The role of the parents is to shape, for him, the objective reality, selecting the aspects that will be transmitted, constituting itself as a filter between the child and reality and ensuring, through their answers, the optimal frameworks for development and learning. Parental intervention as a developmental factor helps the child to develop appropriate social interaction skills primarily by meeting physical and emotional needs, by preparing the ground for communication, allowing him to try things he is not yet capable of, adapting a specific activity so that they can deal with it and, in particular, by acting as a database for the child, which helps him to organize his information and draw up plans.

The socialization process is a social process through which the human individual, an active member of society undergoes successive transformations, a continuous process of interaction, unequal in intensity, which gives a potentially social being the opportunity to develop an identity, a set of ideas, a range of skills. The essence of this process is that society tries, through social agencies, to transform the individual so that it corresponds to its norms and values. Through socialization, the child is led to acquire the rules of life, habits, ways of thinking, beliefs and ideals in accordance with the social environment in which he grew up.

Sociability, as a trait that has the ability to facilitate adaptation, develops through the unification of many specific skills, which have the same general adaptive meaning for the person, so that sociability is structured according to the conditions of the external environment. The preschool child shows an intense sociability, a strong desire for social contact but he is not sociable in general but learns, through specific learning units, to reach an adaptive and expressive behavior. It can be stated that the child's evolution is marked by the interactions between him, as a developing individual and others, by the interest he begins to show towards others, with which he discovers that he can act together. Kindergarten ensures the expansion of personal experience but especially the conditions of a rich, varied social activity, in which and through which the child will be able to take the initiative of social contact more frequently, maybe, than the adult, will develop relationships of trust in others and will realize the place and role within the community

5. Research objectives

- Identify existing differences in accepting the change in the rules of play of preschoolers depending on the type of family they come from.
- Identification of the degree of cooperation in the game, of preschoolers, depending on the type of family they come from.
- Identifying differences in friendly behavior with unknown people in preschoolers coming from single-parent family and those coming from a biparental family.
- Identifying the link between the degree of acceptance of the change of rules and cooperation at preschoolers.
- Identifying the link between accepting the change of rules and friendly behavior with strangers at preschoolers.

6. Research hypotheses

- It is presumed that there are significant differences in terms of accepting the change in the rules of play of preschoolers depending on the type of family they come from.

- It is presumed that there are significant differences in the cooperation of preschoolers with other children when playing, depending on the type of family they come from.
- It is presumed that there are significant differences in behavior friendly to people unknown to preschoolers, depending on the family they come from.
- It is presumed that there is a link between accepting the change of rules and cooperation at preschoolers.
- It is presumed that there is a connection between accepting the change of rules and friendly behavior with people unknown to preschoolers.

7. Study participants

Lot A - children from single-parent families.

Group B - children from biparental families.

In the figure below we have presented the age ratio of the child according to the type of family from which he comes.

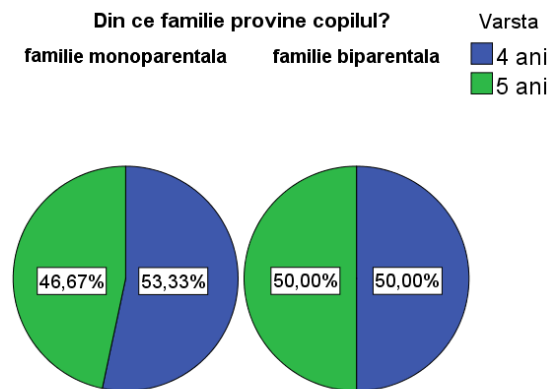


Fig. 1- Age ratio of the child.

8. Research tools

- **SCS-P - 4-5 years** (social skills screening - form for parents) in which we follow the compliance to the rules, social relationship and prosocial behavior - the evaluation of the child by the parent. The questionnaire includes 12 items that represent the criteria that a child with social skills appropriate for the age of 4-5 years should reach

Activities for the development of social skills

- "Now or later" – aims to understand that sometimes in order to solve a problem it is necessary to identify the right moment and identify possible solutions to problems.
- "A recognized mistake is half forgiven" - has the objectives to understand that any behavior has consequences, to acquire strategies for the proper resolution of problem situations, to practice how they can solve problems: to apologize when they have done wrong.
- "Lego Castle" – has as objectives the development of cooperative skills, the practice of the skills of sharing toys, of requesting and offering help, of waiting for the turn, of acquiring the negotiation strategies.

9. Processing and interpretation of results

The results obtained on the basis of the Social Skills Screening test – the form for parents

For this part we applied the Social Skills Screening test – the form for parents. For the complexity of this study we have added three additional questions, which are designed to bring information about the age, environment of residence and the type of family to which the child belongs.

From the first question we note that children are aged 4 (a number of 31, representing a percentage of 51.7%), respectively 5 years (a number of 29, representing a percentage of 48.3%).

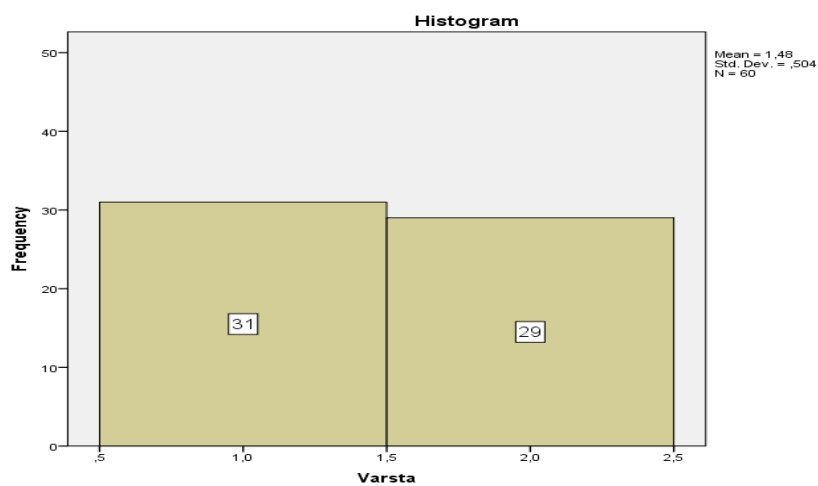


Fig. 2 Results to the question "children's age"

Regarding the residency environment, we noticed that 37 families live in the city, the urban area and 23 in the village, the rural area.

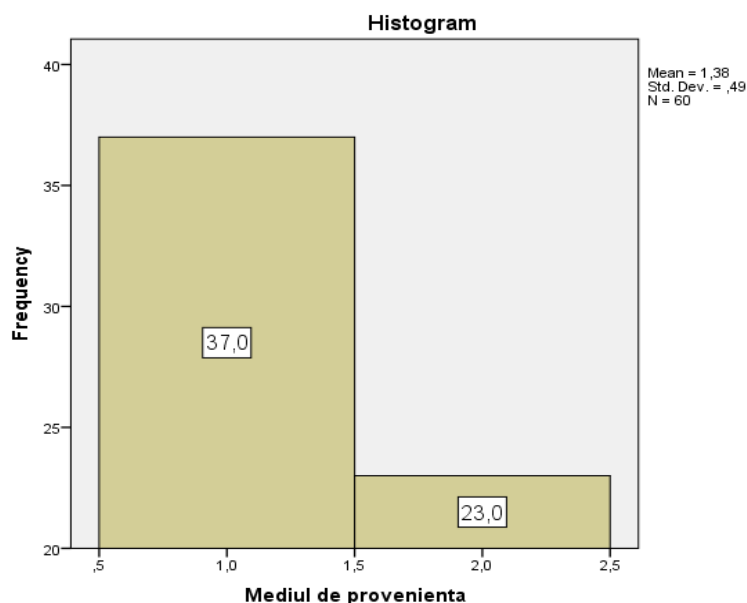


Fig. 3 Results of the question "residence environment"

When asked 'Which family does the child come from?', the investigated group is 50% composed of single-parent families and 50% of bi-parent families, i.e. the investigated group is of equal composition.

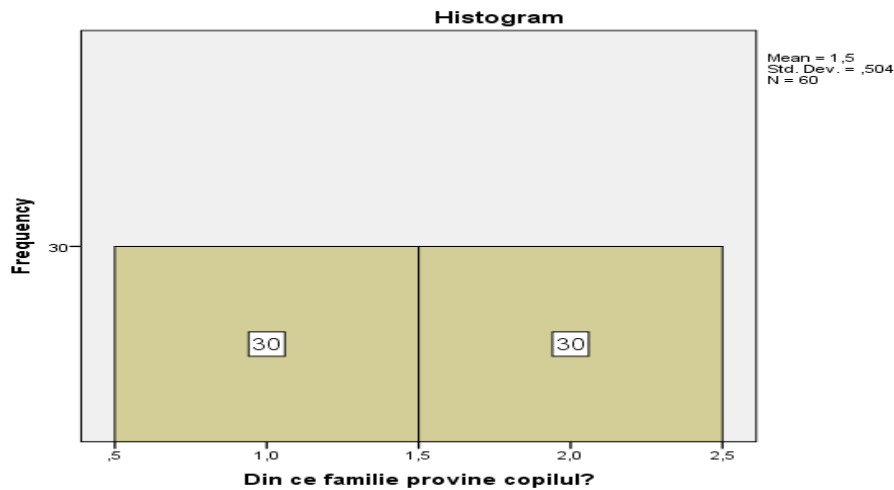


Fig. 4 The results of the question "What family does the child come from?"

At the first statement of the test "Comply with the rules of the game" the results show that a number of 24 parents stated that **very often** their children do so, while the smallest number of responses, 7 was supported by the variant **very rarely**. The option was **never** chosen by a number of 5 parents.

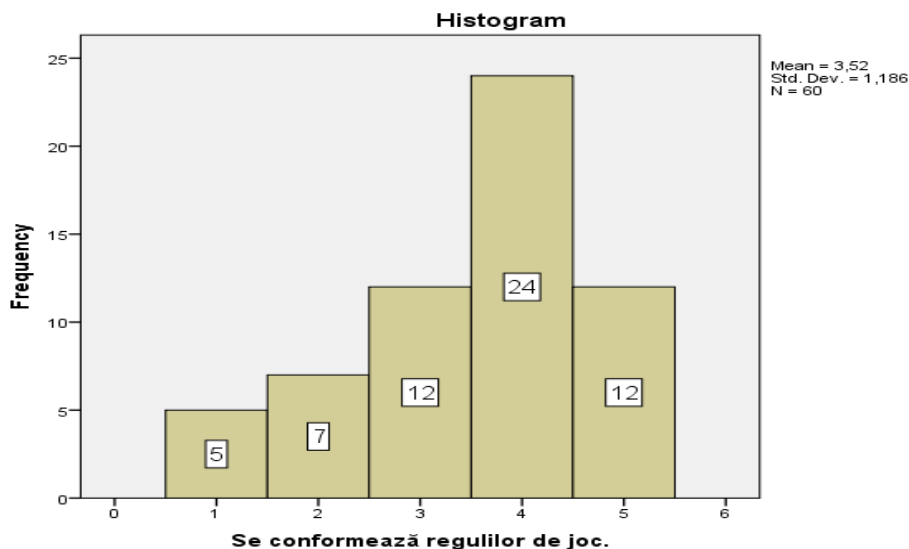


Fig. 5 Results of statement 1 of SCS-P

To the second statement "Respond appropriately to your requests." We can see from the graph of Figure 5 that the variant was **always** chosen by 12 parents, while the largest number belongs to the variant **very often**. The option was **never** chosen by two parents.

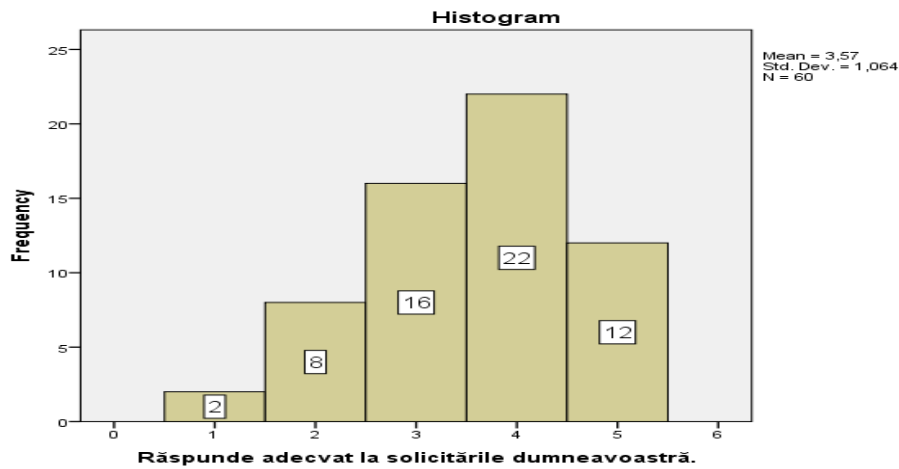


Fig. 6 Results of statement 2 of SCS-P

To the next statement "It easily accepts the change of the rules of the game." The highest number was recorded by the **variant at times**, a number of 25 parents.

This is known, but out of the investigated sample 13 parents replied that their children **very often** accept this, while only 4 parents responded by choosing the option **never**.

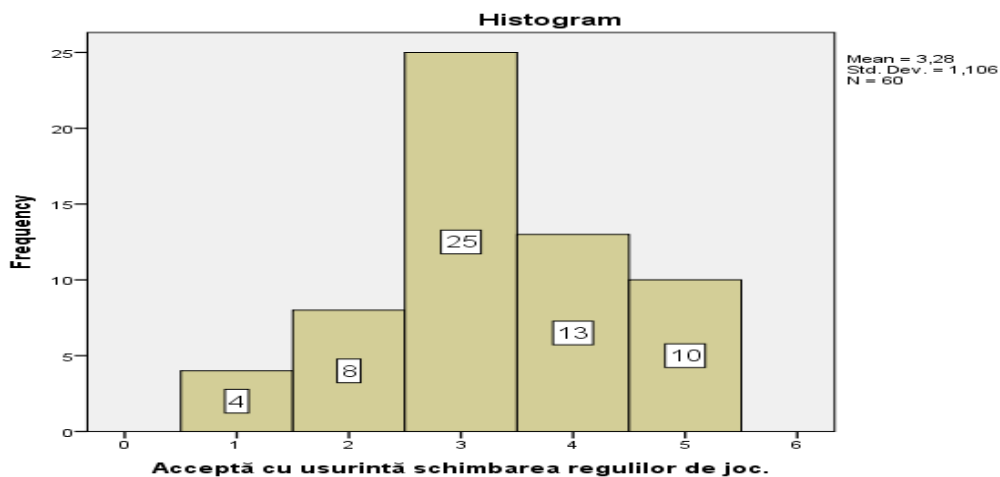


Fig. 7 Results of statement 3 of SCS-P

At the statement number four "Interrupt an activity they carry out, when they are told to do so" of the test we notice that most children only **sometimes** listen to their parents, the number of those who **always** listen is 10 out of the total of 60 parents surveyed.

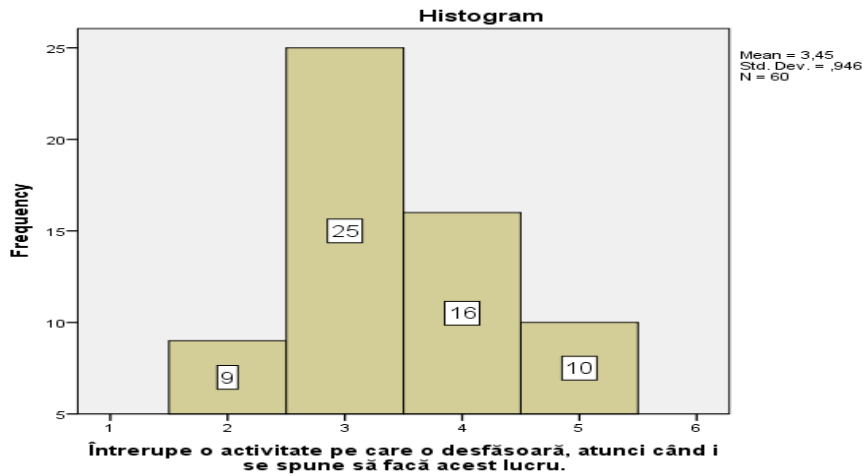


Fig. 8 Results of statement 4 of SCS-P

To the statement number five "Collect the toys at the end of the game, if he is told" the answers are very interesting and encouraging, so the variant was **always** chosen by a number of 16 parents, while the variant **very often** by 11 parents. The variant was **never** chosen except by a very small number of parents.

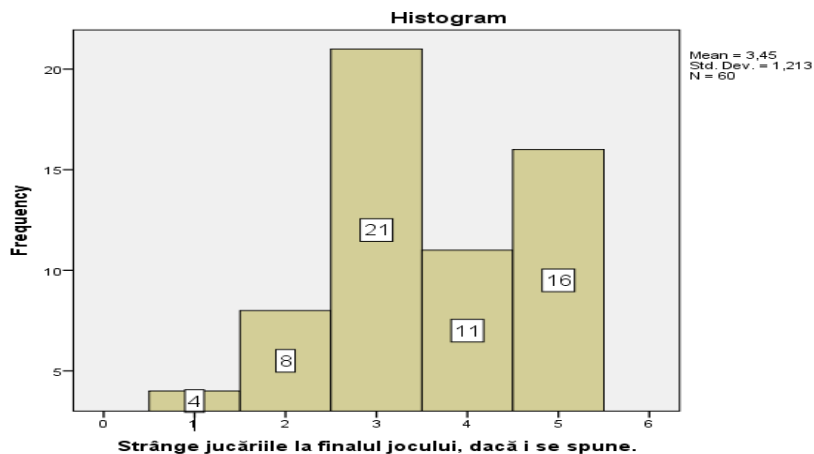


Fig. 9 Results of statement 5 of SCS-P

Most people consider the human relationship one of the most important things in life. Consequently, relational and communication problems, both at school level and those at friendly or family level, represent for the child, stressors of the most important. The parents questioned when asked if the children cooperate with the other children when playing answered according to the graph below, the variant with the most answers being **always**, while the variant was **never** and **very rarely** chosen by 1 and 3 parents respectively.

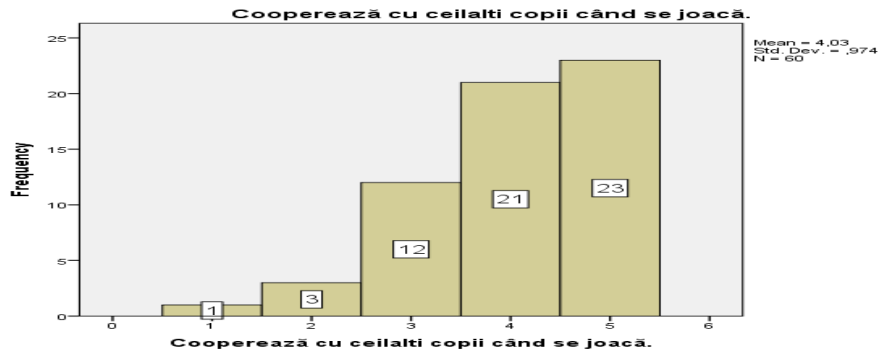


Fig. 10 Results of statement 6 of SCS-P

We also wanted to see if children at home tell about their kindergarten classmates, and the answers are presented in Figure 10, so that 22 parents, representing 37% **have always** chosen the option.

This is gratifying because it represents a high social competence in these children. The percentage of those who never tell stories or rarely was small, 1.8% (3 parents) and 4.2% (7 parents) respectively.

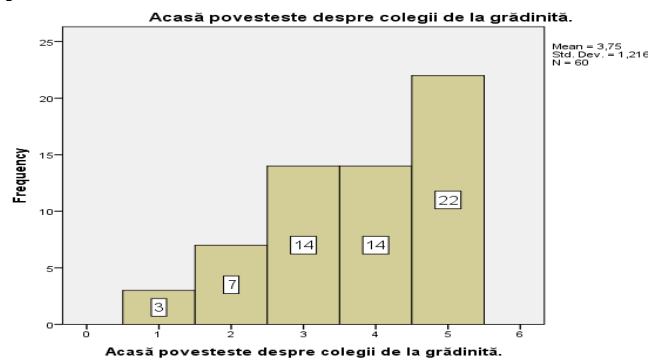


Fig. 11 Results of assertion no. 7 of SCS-P

Being asked if "Invite other children to play together" the parents said that mostly yes, so the variant **very often** was chosen by a number of 13 parents, the **variant very rarely** by 9 parents, and the variant was **always** chosen by 21 parents.

The variant was **never** chosen by 2 parents, and the variant was **sometimes** chosen by 15 parents.

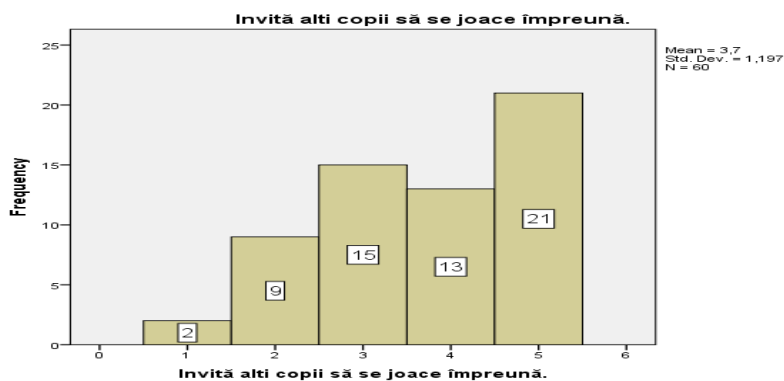


Fig. 12 Results of statement 8 of SCS-P

When asked if "He behaves friendly with children he does not know" the parents responded according to the results plotted in Figure 12.

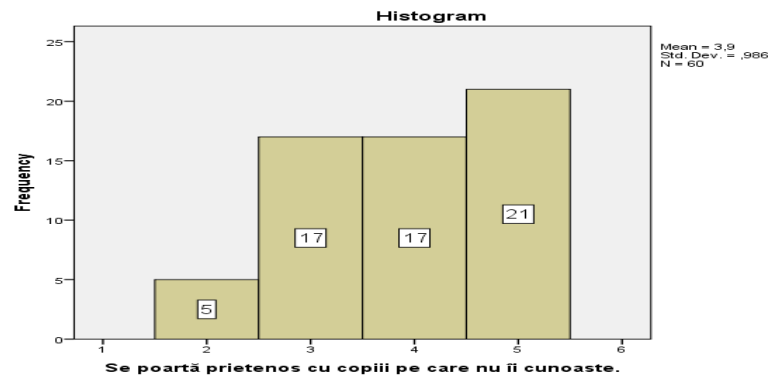


Fig. 13 Results of statement 9 of SCS-P

At the next statement "Offer help to others if asked", we notice that most of the answers were allocated to the variant **very often**, while in the previous question most of the answers were of the variant **always**. It is worth noting that to the question "She behaves friendly with children she does not know", the variant was never chosen by any parent.

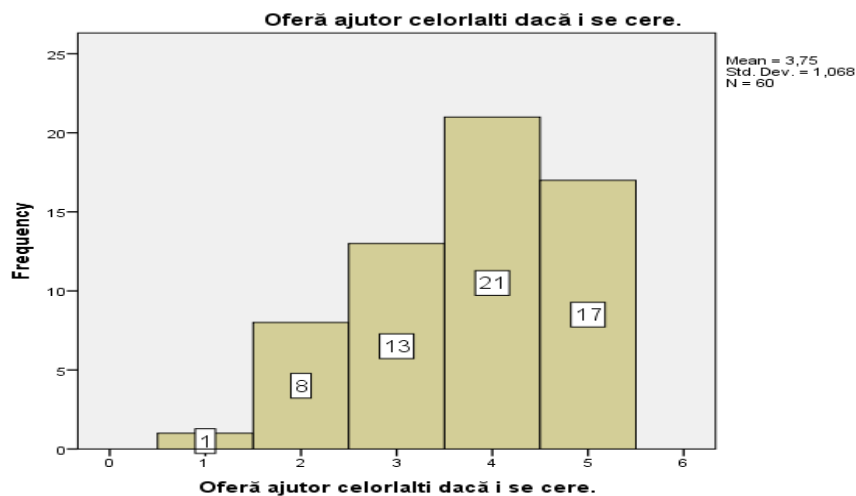


Fig. 14 Results of statement 10 of SCS-P

The penultimate item "She shares her toys with the other children without being told" from the Social Skills Screening test, the variant for parents highlighted the results in Figure 14. Analyzing the results we can see that the variant **sometimes** recorded the most responses, 20, representing 33.3% of the sample of parents.

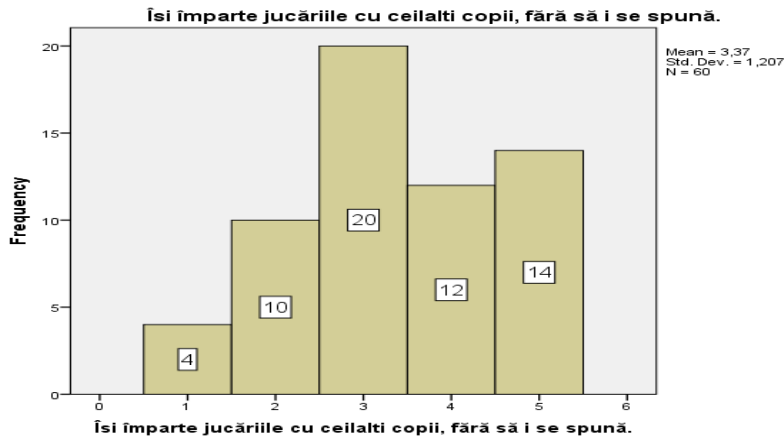


Fig. 15 Results of statement 11 of SCS-P

The last item "It helps you with different tasks if it is told (e.g. it gives you the object you ask to give it to you)" has the answers in Figure 15, the last in this test. We note that the variant **always** recorded a number of 26 responses.

This means that parents are helped with the various tasks, thus being cooperative and sociable with their children.

I noticed that for all the questions, respectively for all the items in the test, the version was **never** chosen most of the time.

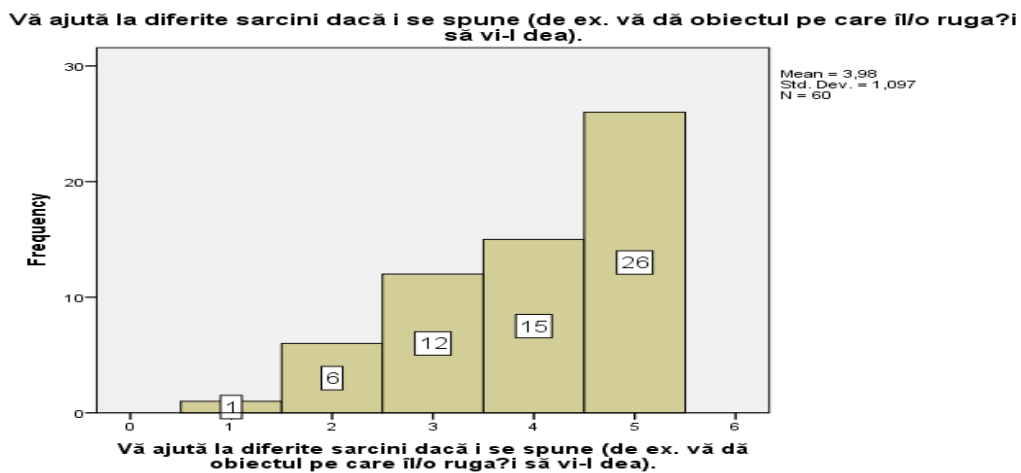


Fig. 16 Results of the last statement in SCS-P

In the graph below we see the difference in accepting the change in the rules of play of preschoolers depending on the type of family from which it comes.

We take into account the ratio between the answers "very often" and "always" and we see that the score of 43.33% is given by children from the biparental family and 33.33% by those from the single-parent family. It is not a very big difference in scores only that in the answer with "never" the biparental family has 0% and the single-parent one 13.33% , from this we deduce that preschoolers with one parent accept a little more difficult to change the rules of the game and can validate the hypothesis.

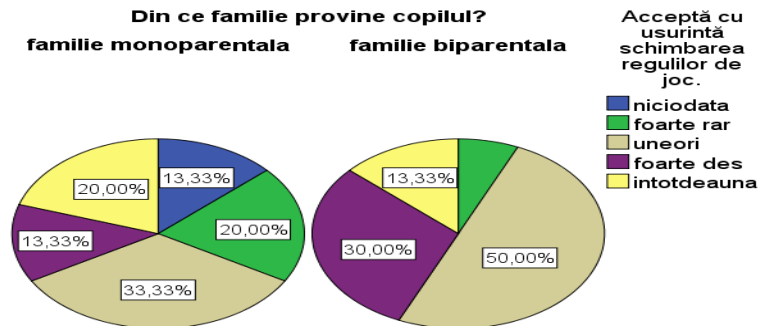


Fig 17. Results of hypothesis 1.

In the second hypothesis we want to see if there are significant differences in the cooperation of preschoolers with other children when playing, depending on the type of family they come from. As we can see in the figure below, children from the biparental family cooperate "very often" and "always" in a percentage of 80% and those in the single-parent family in a percentage of 66.37% because most of the time they feel rejected. There is a small difference in percentages the hypothesis being valid.

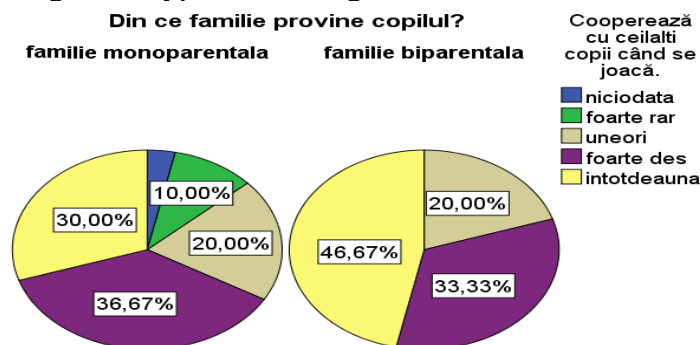


Fig. 18 Results of hypothesis 2.

In hypothesis three we check whether there are differences in the friendly behavior of preschoolers compared to unknown people depending on the family from which they come. We note that the "never" option was chosen by any parent in the biparental family and in a rather small percentage (3.33%) in the single-parent family. The variants "always" and "very often" are found in a percentage of 76.66% gathered, in the biparental family which is very good and in the single parent family 50%.

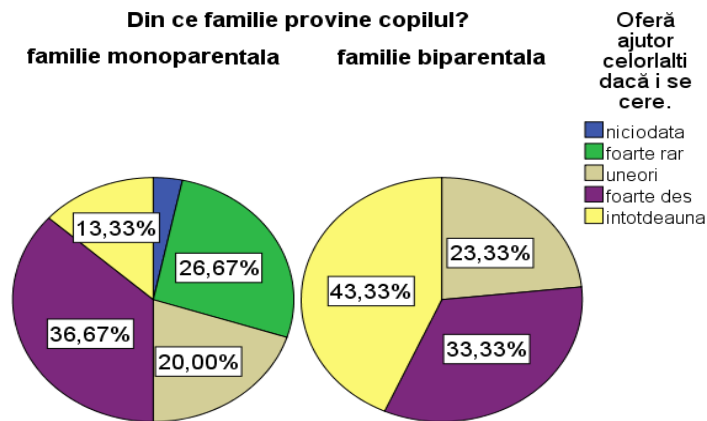


Fig. 18 Results of hypothesis 3.

Behavioral observation grid - they ensure the systematic character of observation and are carried out to assess the level of social development of preschoolers, taking into account the five key foundations indicated by the literature as being directly involved in the formation of the ability to learn and develop harmoniously: confidence, perseverance, organization, understanding and resilience.

The behavioral observation grid on preschoolers is made up of 12 indicators of behavior that the preschooler can manifest in five ways: to a very small extent, to a small extent, to some extent, to a large extent and to a very large extent being quoted from 1-5 in order, as follows: 1- to a very small extent, 2- to a small extent, 3- to some extent, 4-to a large extent, 5-to a very large extent. Each child obtained a score following the test, and based on this score he was classified in one of the categories of social skills assessment. The first phase is the early one (12-27 points), the second phase of development is the development phase (28-43 points), and the third is the reached phase (44-60 points).

Table 1- Behavioral observation grid on the preschooler.

NO.	INDICATORS OF BEHAVIOR	INITIAL NAMES AND FIRST NAME RESPONSES			
		S.A.	R.E.	F.I.	T.G.
1	He is quiet when asked.	3	4	2	3
2	Responds appropriately to requests.	4	5	3	4
3	It easily supports changing the rules of the game.	2	3	2	3
4	Cooperate with other people around them when playing.	5	5	2	2
5	He gives and asks for help when he needs it.	5	5	3	4
6	Share toys with other people as well.	2	4	3	4
7	He apologizes when he's wrong.	3	3	2	4
8	It can manage both positive and negative emotions.	2	3	4	4
9	Easily try new things.	2	4	4	4
10	Establish friendly relationships in a group.	4	5	3	3

11	Follow the instructions of a game.	4	3	2	4
12	He collects the toys at the end of the game without being told.	2	2	4	5
	TOTAL SCORE	38	46	34	44

In the table above we find the assessment of the social competences of four preschoolers, three girls and a baby boy, carried out within 3 days based on the activities presented above.

4.4.3. Case study.

C. Robson considers that the case study can be defined as "a research strategy focused on a concrete case that is interpreted in detail, that is, presenting detailed references about individuals, groups, organizations, taking into account all its contextual peculiarities. "It requires the use of several complementary methods of collecting, analyzing, processing and storing relevant information, both quantitatively and qualitatively.

For the case studies we chose two children who come from the single parent family and two from the biparental family, three little girls and a little boy.

Case study no. 1

Initials: S.A.

Domicile: Constanța

Gender: Female

Kindergarten group: middle

Family situation: organized, biparental family

Father: S.A- employee of OMV Petrom team

Mother: S.F- housewife, job from home in sales

Brother: S.M- 1year and 10 months

Level of development:

- Language and communication: communicates verbally, through mimicry and gestures; understands the message conveyed; vocabulary is sufficiently developed; easily composes sentences
- Psychomotricity:
 - Coordination and control of good movements
 - Laterality: left
 - Spatial orientation: good
 - Temporary orientation: with gaps (knows the times of day, the days of the week, the seasons, but not the months of the year)
- Cognitive:
 - Attention: concentrates for a limited time, gets tired after about 15 minutes.
 - Memory: very good and month-long
- Socio-affective level and group integration
 - Resistance to stresses: good
 - Attitude towards others: cooperative
 - Adaptive capacity: low

Family attitude towards the child: the relations between family members are favorable to a harmonious development. The mother takes care of her all the time, being at home and the

father pampers her when she comes from work, but still it seems to her that the little one gets more attention and always draws their attention that they love him more.

Results obtained from the applied tests:

S. She responded appropriately to the requests of the 3 activities carried out, she asks when something she does not know, she is very curious to discover new things. While she was doing the activities, her brother was also around and he also wanted the dolls and legos but they never liked to share the toys with him. At the end of the game he collects the toys very rarely because his mother always collects them.

S.A. is in the development phase of social skills, its score being 38.

Case study no.2

Initials: R.E.

Residence: Ialomita

Gender: Female

Kindergarten group: middle

Family situation: organized, biparental family

Father: R.V. - construction worker

Mother: R.A- housewife

Brother: R.D- 3 years

Level of development:

- Language and communication: communicates verbally, through mimicry and gestures; understands the message transmitted; vocabulary is sufficiently developed; composes sentences, knows how to write his first name without help
- Psychomotricity:
 - Coordination and control of good movements
 - Laterality: right
 - Spatial orientation: good
 - Temporary orientation: knows the times of the day, the days of the week, the seasons and the months of the year
- Cognitive:
 - Attention: focus very well on the activity for more than 15 minutes
 - Memory: very good and month-long
- Socio-affective level and group integration
 - Resistance to stresses: good
 - Attitude towards others: cooperative
 - Adaptability: high

The attitude of the family towards the child: in the family there is harmony and understanding, in the same house live another 2 cousins of 5 and 3 years respectively and they get along very well.

Results obtained in the applied tests: the level of development of social competences at R.E. is in the stage reached because the score in the observation grid is 46. The little girl has the lowest score only at the indicator that shows how often she collects the toys by herself without being told because, she is a spoiled child and always squeezes their mother. She offers

help when she is asked and knows how to share the toys with all the children because she lives with both her cousins and her youngest brother and she has learned to socialize very well and establish friendly relationships in a group.

Case study no. 3

Initials: F.I.

Residence: Ialomita

Gender: male

Kindergarten group: large

Family situation: disorganized, single parent family

Father: F.R- agicultor and socially assisted

Mother: F.G- divorced and left for Spain since the child was 2 years old

Level of development:

- Language and communication: communicates verbally, through mimicry and gestures; understands the message transmitted; vocabulary is not sufficiently developed, the letter "r" does not pronounce it;
- Psychomotricity:
 - Coordination and control of good movements
 - Laterality: right
 - Spatial orientation: average
- Temporary orientation: know the times of day, the days of the week and the seasons
- Cognitive:
 - Attention: Distributive
 - Memory: short-lived
- Socio-affective level and group integration
 - Resistance to stresses: good
 - Attitude towards others: distant
 - Adaptive capacity: low

The family's attitude towards the child: The boy lives with his father and grandfather, the mother being away since he was 2 years old, he comes to the country only in the summer for a few days and then visits the child. Parents are divorced and keep in touch rarely, just for the child. The boy is taken care of by the grandfather when the father is at work.

Results obtained at the applied tests: During the activities carried out, the boy does not follow the instructions for the game and does not accept the change of the rules that he also makes. Sometimes he asks for help when he needs it but does not cooperate too much with the people around him, he is very closed in him and the social skills are in the development phase, his score being 34. Even though he doesn't cooperate very much, he gathers his toys largely at the end of the game because he knows grandpa is old and can't anymore.

Case study no. 4

Initials: T.G.

Residence: Ialomita

Gender: Female

Kindergarten group: large

Family situation: disorganized, single parent family

Father: the child does not know the father, is separated from the mother when he was 6 months old and does not want to know about the child

Mother: accountant at the town hall in the commune

Level of development:

- Language and communication: communicates verbally, through mimicry and gestures; understands the message transmitted; the vocabulary is sufficiently developed.
- Psychomotricity:
 - Coordination and control of good movements
 - Laterality: right
 - Spatial orientation: good
- Temporary orientation: know the times of day, the days of the week and the seasons
- Cognitive:
 - Attention: Distributive
 - Memory: long-lasting
- Socio-affective level and group integration
 - Resistance to stresses: good
 - Attitude towards others: slightly aloof
 - Adaptability: good

Family attitude towards the child: The mother works and supports her child, from Monday to Friday the little girl goes to kindergarten in the morning and in the afternoon she has a nanny, until the mother comes from work.

Results obtained at the applied tests: The little girl has a very nice education even if she lacks one of the parents, she does not even know the father. It complies very quickly with the rules of a game and responds appropriately when requested. The child knows how to ask for help when he needs it, but also to give help. A little problem she has in cooperating with others at stake because she feels a little rejected because of her family status but that will change when she grows up.

Conclusions

The remaining parent shares with his child the worries and hardships, they are equal, they have to perform tasks. It seems that the parent left in the single parent family transposes the image of the former partner over that of the child, erroneously transmitting to the children some patterns of gender role that will manifest themselves later in their adult life.

Parents from single-parent families encounter in the education of older children, difficulties especially in the age of preadolescents. It is necessary to take into account the tendency of the preadolescents towards independence, and, as the child becomes preadolescent and then adolescent, to change the attitude towards him, to take into account his peculiarities of age.

The most important in the education of children is the rational organization of the single-parent family life, the correct behavior of adults towards children, the formulation of unitary requirements, the rational use of children's energy by engaging them in certain household chores and in different actions, satisfying the interests and intellectual aspirations of children and especially the personal example of parents.

In order to ensure the correct education of the child, it is very important for the parent in the single-parent family to know his age peculiarities, the specifics of his inner life, the peculiarities of feelings, of feelings, the specifics of his thinking. Without this knowledge, the child's behavior cannot be understood, some of his deeds cannot be properly appreciated, the necessary influence on him cannot be exercised. In the process of educating children, in single-parent families, many mistakes come from the recognition of individual particularities, from the misunderstanding of the causes that determine them to act in one way or another.

I believe that in the future, this topic can also be studied with greater depth, but we can also make a comparison between a single-parent family consisting of a mother and a single-parent family consisting of a father.

References

- [1] Cannella, G. S. (1986). Praise and concrete rewards: Concerns for childhood education, *Childhood Education*, 297–301.
- [2] Cristea S. (1998), *Dictionary of Pedagogical Terms*, Didactic and Pedagogical Publishing House, Bucharest;
- [3] David A. McKay, Oscar Mink, (1992), Validity in organizational research: A heuristic model, <https://doi.org/10.1002/hrdq.3920030106>
- [4] David A. McKay. (1992), Research Associate in the Organization and Human, DOI <https://doi.org/10.1002/hrdq.3920030106>
- [5] Dev, P.C. (1997). Intrinsic Motivation and Academic Achievement: What Does Their Relationship Imply for the Classroom Teacher? *Remedial and Special Education*, p. 18.
- [6] Glava A., Glava C. (2002), *Introducere în pedagogie preschool*, Cluj-Napoca, Editura Dacia;
- [7] Golu, Mihai, *Fundamentele Psihologiei*, Editura Fundației România de Măine, Bucharest
- [8] Golu, P., et al. (1997), *Child Psychology*, Didactic and Pedagogical Publishing House, Bucharest
- [9] Hetherington, E.M., & Stanley-Hagan, M. (1999). The adjustment of children with divorced parents: A risk and resiliency perspective. *Journal of Child Psychology and Psychiatry*, 40(1), 129–140. <https://doi.org/10.1111/1469-7610.00427>
- [10] Kallay E., Stefan C.A. (2007). Development of emotional and social skills in preschoolers. *Teaching guide for educators*. Cluj-Napoca: ASCR Publishing House
- [11] Mitrofan Nicolae (2010), *Dragostea și căsătoria*, Editura științifică și enciclopedică
- [12] Petrovan R. (2010), *Journal of Preschool Education*, No. 1-2;
- [13] Potolea D. (2001). Standards for the training of the teaching staff; a reference framework and some problems, conference presented within the seminar "Initial and continuous training of the teaching staff", organized by the Education Center 2000+,
- [14] Schaffer J. (2007), article, Oct. 11, *Philosophy and Phenomenological Research*;
- [15] Schaffer, R.H. (2010). *Introduction to child psychology*. Cluj-Napoca: ASCR Publishing House