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The Team (Parent and Teacher) Role in Developing Social Skills in Primary School

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Abstract: Social-affective behavior depends to a large extent on the establishment of fair relationships between family members. The way in which each parent relates to his or her own child is influenced by the education he receives as an adult, the educational level, the values, the attitudes and the conception of his world and life. In most cases, together with the educational influences of the family, come also from those of the school institutions. The framework of the school goes beyond the narrow horizon of the family and puts new demands on children, very different from those in the family and, above all, from school education. The primary school gives him new interactions, the ones with the teacher being totally different. It preserves the effective availability of the mother but distributes them in the group. It is the primary school teacher who organizes varied and interesting activities, communicating them and teaching them special things.
Accepting hypotheses, detailed in this research, is an additional argument to reflect on the impact that parental education has on the child's social-emotional behavior and the importance to corellate with the teacher style. The start of harmonious development, social integration, is given by parents, the subsequent development of the school being influenced by the foundations in the family. Hence the need for the foundations to be put in love and control, the parent striving to fulfill an important purpose for his child's life.

Keywords: *social skills; parental style; primary school environment.*

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Problem statement

Various authors have highlighted two forms of sociability of the preschool: the sociability / social adaptation that Tinca Crețu (2003) calls "passive socialization", consists in adapting its own behavior to the requirements of the environment; social capacity, materialized in autonomy, initiative, in the possibility of doing something, which has effects in facilitating relations with others.

However, delays in the evolution of social conduct are not excluded. The former manifests itself through behavioral instability or the persistence of school age (specially the first grade) of some specific forms of the other substages: shyness, isolation, aggression.

Optimizing sociability involves entrusting some social tasks and responsibilities, engaging children in games and collective activities, and rewarding them positively.

Knowing children's age specificities is of particular importance at the educational level, both for formal and informal education. Reporting on the individual level of psychological development should be reported in the chart of psychological normality established for each age in order to adopt the appropriate educational strategies.

Social interaction becomes a major source of psychological development, Vygotsky (1978) himself saying that what the child manages to do first together with the adult can do it alone. The lack of synchronicity between these development plans explains the distinct note each possesses, the fact that they do not identify, melt with each other, have their own laws of appearance and manifestation.

Parent-child relationships form a subsystem of the family relationship system. The effective, cognitive, social, and ethical dimension of parent-child relationships occupies a major place within the educational processes involved in raising a child (Durning, 1995).

Darling & Steinberg (1993) defines parental style as a constellation of attitudes and parenting practices that are transmitted to the child and create an emotional climate in which parenting behaviors are expressed.

Coopersmith (1959) analyzed the impact of parental attitudes and educational strategies on children in accepting and dealing with others during childhood. The author has found that parents who show accepting behaviors, emotionally involved attitudes, and responsibly treat children's interests, favor him with high self-esteem.

The child is becoming more and more active in the social and cultural environment of which he is part assimilating patterns of life and experience. The complex and varied demands of the social environment determine the development of the personality bases, the development of the knowledge and communication capacity. Integration of the child into the community becomes an essential condition for optimal stimulation and optimal use of its potential. School is thus one of the key factors in child development during this age. The child is increasingly discovering himself, realizing that he is not the same as others. Also during this period, they realize that their own actions (behaviors) produce certain reactions in their environment or else we have to deal with a premium form of responsibility. Everything he does and what he says expresses himself in attitudes. The child is playing, participating in the actions of others with them. All this creates the child, joy, and affection intense affection.

Each child in the group is in a different psychological context, and often even material, being raised in different conditions, and no matter how parents want their children to be educated the same, two children never grow up the same. It is important for this theorization to express the rank occupied by each child in the family, the firstborn and the secondborn, the differences between them and the influence on the socio-affective behavior of the child.

The firstborn is generally well received, being a desirable child, a symbol of love between husbands and their desire to perpetuate (Osterrieth, 1973). Being generally young and not having the experience of raising and educating children, they show the more or less serious clumsiness and error that the child can suffer. The appearance of a child brings about changes, especially in the life of the woman, who is experiencing the feeling of accomplishment for the first time but also faces obligations and responsibilities towards the newborn. But compensatory to starvation is the love, joy and care that the firstborn is surrounded, being the universe of the existence of the parents, and thus living "his golden age, whose nostalgia will preserve" his whole life (Osterrieth, 1973).

In fact, the solution to these attitudes could be, as Debesse (1970) considers, the possibility of the child playing an autonomous role in the group's activities, understanding that it is indispensable to others and appreciated by them. But at the same time, the situation is not only negative, and if this role is presented by parents as social promotion, the firstborn will feel special and proud of his role. He will have some privileges; he will be admired by the little one, whose eyes appear as a natural boss, a thing unimaginable to the ego of the great; parents tend to have a comradely

attitude towards him, to allow some activities to which the little one has no access. Parents have much higher expectations from the firstborn, stimulate them more to acquire and be responsible; he expects him to prove self-control and demonstrate more responsibility in dealing with the young (Santrock & Warshak, 1979).

The concept of parental style is often influenced by cultural differences. By separating parental practice from style, the last one is considered a context through which parents develop the social behavior of their children in the culture in which they develop.

Children can interpret differently the meaning of parental behavior, depending on the cultural and ethical aspect. For example, Chao (1994) notes how traditional Chinese parents are often described as authoritative-restrictive, controlling or rejecting. But much Chinese balance the strictness, control and obedience, with parental concern and involvement.

The somatic changes experienced by the schoolchild depend heavily on his hereditary program, being heavily conditioned by the alimentary regime and the activity and rest. Significant for this stage is the fact that there is a centralization of the way of satisfying food needs (Schiopu & Verza, 1993). The main meals are very clear, as are snacks, and the child is used to preparing for them and respecting their schedule.

Sleep-and-sleep rhythms are now stabilized and come into the habit. Also during this period, the child forms some hygienic habits that remain for the rest of his life. Wake-up intervals are full of varied activities, both in the family and at school, which means again for the psychic development plan. Monotony can lead to nervousness, discomfort, fatigue, and must always be avoided. The very lack of a live program may dilute the links with the environment and delay the formation of the necessary conduct and attitudes.

In most cases, together with the educational influences of the family, come also from those of the school institutions. The framework of the school goes beyond the narrow horizon of the family and puts new demands on children, very different from those in the family and, above all, from school education. The primary school gives him new interactions, the ones with the teacher being totally different. It preserves the effective availability of the mother but distributes them in the group. It is the teacher who organizes varied and interesting activities, communicating them and teaching them special things. The children themselves attach special significance to relationships with the teacher, her influence dominating the space of the school and extending into the family. Relationship with the same age, trained in the same kind of activities, gives the scholar the opportunity to experience

confrontational relations, on equal terms, and thus allow a diminution of egocentrism, fueled by all the relations so far.

The entire primary school environment allows the game to reach and it is enriched and diversified in a special way. However, although the game is the beginning activity of this stage (especially the preparatory class and the first class), it starts to correlate with the instructive-educational tasks. As a consequence of this, the complication and deepening of the processes of knowledge, the change of attitude towards the environment and the improvement of the child's forms of activity take place.

Research methodology

Research Questions

In the study to be described, the research objectives were:- the study of the relation between the parental education and the level of sociability of the pupil;-conceiving of activities that involve, on the one hand, the participation of parents and, on the other hand, their interaction with their own children, in order to make the relationship between them more efficient;-knowing the social level of the children in the research group;-identifying the integration aspects of the school child according to school attendance;-identifying the degree of socialization in the context of relationships with colleagues.

Research hypotheses can be described also

I. The social level of the child correlates positively significantly with the social level assessed by the parents;

II. The level of parental education correlates significantly positively with the degree of sociability in school;

III. The level of parenting correlates positively with the degree of sociability assessed by the parents of the school.

Target group

The research was attended by: schoolchildren (N = 30) aged between 6 and 7 and 2 months of age, from a primary class located in district 2, Bucharest. All children attended the kindergarten for at least two years;parents of school children aged 33-41, 30 parents (N = 30) were interviewed; the teacher of the primary class.

Research Methods

The observation grid was a first tool for collecting qualitative data, having as main purpose the observation of social-affective behavior (S),

assessed by a series of factors: manifestations of independence; relationship with adults and children; observing children in the game; documenting about family; the degree of attendance of the school;

The questionnaire addressed to the teacher;

The questionnaire addressed to parents.

Parental education was pursued through the following specificities: direct observation of children; interviews; parental-learning interaction; selective interview with parents or grown-ups in the family.

Since the assessment of the level of development of socio-emotional behavior was a particularly important issue for the present research, the same scale of assessment was used.

The targeted dimensions of socio-emotional behavior focused on autonomy and initiative in relations with conquerors, in the game and other activities (instructive-educational and recreational); relationship with the learner and other near-age adults; the appropriate manifestation of the emotional-expressive behavior by the child according to the specifics of the activities in which he/she is involved (viewing theater / circus shows, dramatizations, recitations, stories, song interpretation); the sense of order in arranging personal things.

The appreciation of the educational level was based on the assessments made by the teachers to the parents of the schools in the questionnaire.

The dimensions of parenting education aimed at family harmony; parental care; unconditional love; permissiveness-restrictive; heat-indifference; the parental consensus in educational guidance.

Description of data collection procedures

The application of investigative tools has acquired a specific character due to the age of the participants involved in the research. The ethical rules of research have been applied.

The assessment of socio-affective behavior was done in schools through a discussion with each of them. The actual application was carried out in a place familiar to the child in the classroom, being removed from his field of vision those objects that could distract him.

The examiner stood face to face with it, the furniture was appropriate to the child's age. The average duration of the interview for each child was 15 minutes.

The specific nature of the application procedure also refers to what is called the "warming up" in which a kind of alliance is established between

the examiner and the child. This is intended to help the child, to get acquainted with the examiner, to familiarize him/her with his / her presence. Usually, the conversation about your favorite toy or the cartoons you've seen has allowed you to gain confidence in the examiner and relax your child with great ease.

Each child is told that they will play, draw and tell on the basis of pictures presented. The expressive emotional tone and conduct, as well as the positive motivation, have enormously contributed to the child's security and stimulation to participate in the activity. The duration of the test varied according to the individual peculiarities of the children, some of which required a longer period of accommodation with the examiner and the specificity of the activity. Also, games of hand, finger movements were inserted during the evaluation so that schoolchildren do not get tired or get bored.

The evaluation was done exclusively as a game, the age of children not having a mechanical evaluation. However, the examiner had clearly set out the purposes of the test, adapting his style to the particularities of the subject.

As a general observation, one can say that the school staff cooperated very well with the examiner, responding promptly to his requests.

Teachers were asked to fill out a questionnaire on socio-emotional integration and parental education of schools for each child participating in the research.

Finally, the independent examiner scored the following: 2point for a positive response, 1point for a neutral response, and 0point for a negative response. Then all the points were summed up and correlated with the score obtained in the parents' questionnaires, the scoring being the same for both questionnaires.

The questionnaires for socio-emotional integration, which included items related to parental education, were distributed to parents in envelopes, in a single copy. The training was specified on each questionnaire while explaining the purpose of completing it and the need to write the name of the child. It also ensured the confidentiality of the information obtained, parents having the right and opportunity to seal the envelopes at the time they were handed over. The questionnaires were shared by both the examiner and the class teacher. It was informed about the purpose of completing the questionnaire and its training. The questionnaires were divided into 30 biparental families.

As a general observation, parents proved to be receptive to this type of request, the promptness, and sincerity of completing the questionnaires being an indicator of the desire either to change for good or to maintain the relationship with their own child.

Results

After collecting the data and obtaining the results through statistical processing, the hypotheses of the research are confirmed. Since the beginning of the description of the methodological approach of the research, the hypotheses of the research were launched:

These were confirmed, the results being obtained by calculating the Pearson linear correlation coefficient, resulting in a positive correlation.

The main condition for calculating the Pearson linear correlation coefficient is that the variables involved are measured on the interval/ratio scale (along with the existence of a form of distribution that does not deviate severely from the normal curve).

The score on a test is an interval scale, so from this point of view, it falls within the Pearson correlation. To test the shape of the distribution we made the Scatterplot chart, which shows that indeed the shape of the distribution does not deviate from the normal curve.

At the first hypothesis, the Pearson coefficient $r = 0.79$, $p < 0.01$, which means a positive correlation, as we seen in Figure1 and Table1.

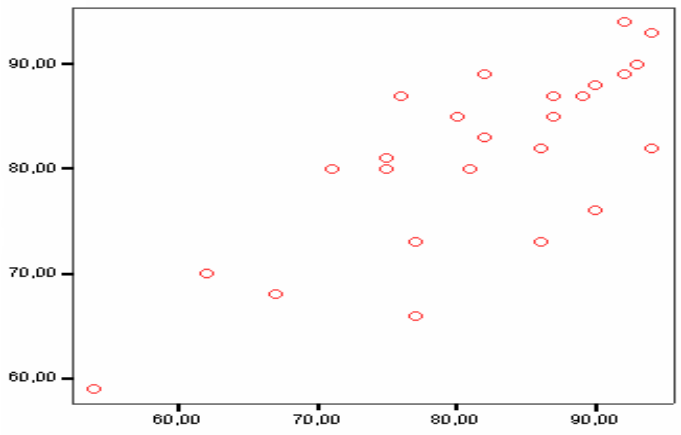


Figure 1 . Scatterplot chart Sociability correlation teacher-parent [sociability assessed by questionnaire]

Table 1. Correlations teacher-parent

		Teacher	Parent
Teacher	Pearson Correlation	1.000	.791
	Sig.(2-tailed)	.	.000
	N	30	30
Parent	Pearson Correlation	.791	1.000
	Sig.(2-tailed)	.000	.
	N	30	30

The r is closer to 1, the closer it is made to a perfect correlation. This result shows us that sociability is appreciated to the same extent by both teachers and parents.

As stated, all school children involved in the research have attended the kindergarten for at least two years. Through the results obtained, the beneficial influence of the school environment is valorized, the teachers valorizing their cognitive potential through their activities with children, developing capacities and forming skills specific to the school age. It has even been demonstrated that the attendance of the community of children positively influences sociability in the sense that it is better and more harmonious.

Beyond the fundamental factors, there are other factors whose knowledge allows an adequate understanding of individual sociability. It is about the general cultural and health level of the family and the attendance of the school. School attendance has constituted for the present research, the main factor in the relationship between the school's sociability and the parental education all the more so as the condition of the school-family education consensus is respected.

Following the statistical processing of the results of the second hypothesis, the value of the Pearson coefficient $r = 0.86$, $p < 0.01$, again a positive correlation, almost perfect. So, we have the confirmation of the second hypothesis, and as we can see from the graph, the shape of the distribution does not deviate from the normal curve. Education rated by

teachers correlates with the degree of sociability of schoolers participating in research (Figure 2 and Table 2).

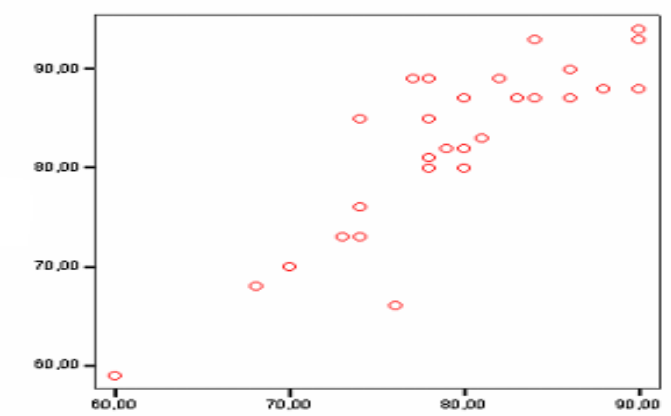


Figure 2 . Scatterplot chart Correlation sociability [sociability skills evaluated by the teacher through the questionnaire] and parent education [parental education assessed by the teacher]

Table 2. Correlation sociability [sociability skills evaluated by the teacher through the questionnaire] and parent education [parental education assessed by the teacher]

		Soc.teacher	Parent.educ.
Soc.teacher	Pearson Correlation	1.000	.861
	Sig.(2-tailed)	.	.000
	N	30	30
Parent.e.	Pearson Correlation	.861	1.000
	Sig.(2-tailed)	.000	.
	N	30	30

The influence of education in the school environment can be positive, as long as there is unity between them and the family environment in terms of the demands placed on the child. With the entrance to the school, the small family environment is overcome, the new environment

putting new demands on the child, different from the family, to whom the little one is good to answer them.

There is a tendency to capitalize on the role of the teaching staff in the school, which may be gratifying or questionable. First of all, it is noted that the activity of the teacher does not only reduce the activity with the children and the collaboration with their parents. These are just some of the desiderata pursued, but nowadays the teacher has an increasingly complex role. It is necessary for her to explain to the parents she communicates, the role she performs in the school institution and to convince them that they have a common goal together: the good of the child. Hence the need for relationships with the family environment not to be unequal as duration and constancy, different from those of the school environment.

The child spends less time in school than in the family, which is a more stable environment. The question is, however, how stable? The fact that the pupil is more at home than at school may sometimes be a disadvantage for him in the sense of losing his gains in school. The family climate, the education given by parents, is a disruptive factor, the effect of which is the derision of the child.

At school age, it is appreciated that education gained in school increases in intensity until it becomes dominant. The conversations with the class teacher of the evaluated children supported and reinforced at the same time the results confirming the second hypothesis of the research. On the one hand, it is indeed the parents' awareness of the importance of attending the school, the class for the child's mental and socio-emotional development; on the other hand, it is about the total confidence of adults in this environment, in the work of teachers, in particular, because of the overworked professional they are going through as adults. Parents do not have enough time to dedicate to their own children, accept and follow the teacher's advice, often acting as directed.

The confirmation of the third hypothesis is given by the Pearson coefficient $r = 0.74$, $p < 0.01$, resulting in a positive correlation, as can be seen from the Scatterplot graph(Figure3 and Table 3).

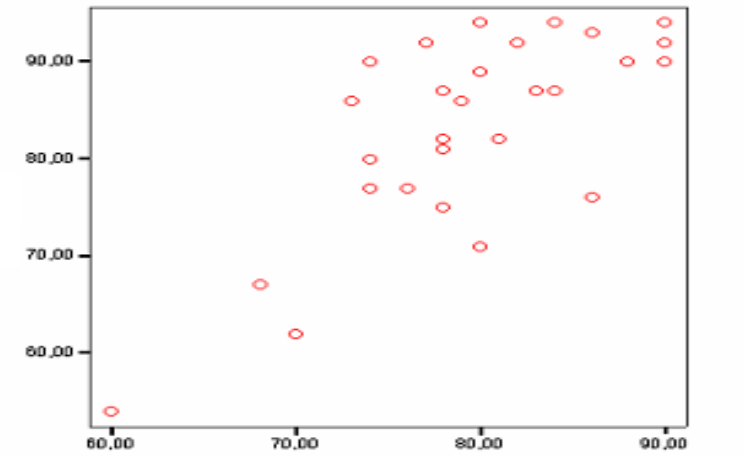


Figure 3 . Scatterplot chart Correlation parent sociability [parent-rated sociability through questionnaire] and parent education [parental education rated by the educator]

Table 3. Pearson Correlation between parent education and parent sociability

		Parent.educ	Parent.soc
Parent. educ	Pearson Correlation	1.000	.740
	Sig.(2-tailed)	.	.000
	N	30	30
Parent. soc	Pearson Correlation	.740	1.000
	Sig.(2-tailed)	.000	.
	N	30	30

And this time we have the confirmation that there is a significant link between the parental education assessed by the teacher and the degree of sociability of the school.

Considering the data obtained, it can be said that parental education determines differences in the social-emotional behavior of schoolchildren. In other words, the way in which the parent relates to his / her own child in

the education he/she offers him/her, marks the way the child integrates into the cohort, relates to them, complies with the rules of the games they participate in, organizational spirit, is active in communicating with colleagues and the teacher, main organizing spirit. Moreover, it manifests its affective feelings according to the situations in which it participates. A child who looks at recreational programs and does not laugh, or enjoys the inconvenience of another, who gets bored in the modeling, mosaic, household activities, considering them as a burden and without interest, raises some questions from the view of his social-affective behavior.

In this respect, the Table 4 and the Table 5 has produced the results obtained the answers of the parents and educator questionnaires, showing the deep connection between the parental education as assessed by the teachers and the parents and the sociability of the childs the lowest score = 54, highest score = 94.

Table 4. Connection between the parental education as assessed by the teachers and the parents and the sociability of the child

Child	Family harmony	Parental care	Unconditional love	Permissiveness / restrictiveness	Parental proximity / indifference
1.	13	13	13	14	15
2.	13	14	12	11	15
3.	12	14	13	10	14
4.	11	13	15	12	13
5.	12	12	14	11	12
6.	13	13	13	12	12
7.	14	14	14	11	12
8.	15	13	14	11	11
9.	12	11	12	11	11
10.	13	14	15	11	15
11.	15	13	11	13	13
12.	14	14	14	14	13
13.	12	10	11	10	13
14.	10	10	10	10	10
15.	13	14	15	14	15
16.	15	12	11	12	14
17.	11	13	11	13	15
18.	14	13	11	13	15

19.	13	13	14	13	15
20.	12	14	11	14	14
21.	15	12	13	12	13
22.	15	15	15	15	15
23.	14	14	12	14	13
24.	13	15	15	14	14
25.	12	14	15	14	14
26.	14	14	15	15	15
27.	12	11	12	12	15
28.	15	14	14	14	14
29.	15	15	15	15	15
30.	15	15	15	15	15

Table 5. Connection between the parental education as assessed by the teachers and the parents and the sociability of the child

Child	Parental consensus in educational orientation	Teacher's appreciation of parental education	Child sociability (rated by the teacher)	Child sociability (rated by the parent)
1.	13	81	83	82
2.	13	78	80	75
3.	11	74	76	90
4.	10	74	85	80
5.	14	78	85	87
6.	15	78	89	82
7.	15	78	80	81
8.	10	74	73	77
9.	11	68	68	67
10.	11	79	82	86
11.	15	80	82	94
12.	15	84	87	87
13.	14	70	70	62
14.	10	60	59	54
15.	15	86	87	76
16.	14	78	81	75
17.	10	73	73	86
18.	10	76	66	77
19.	15	83	87	87
20.	15	80	80	71
21.	15	80	87	89

22.	15	90	88	90
23.	15	82	89	92
24.	15	86	90	93
25.	15	84	93	94
26.	15	88	88	90
27.	15	77	89	92
28.	15	86	90	93
29.	15	90	93	94
30.	15	90	94	92

Conclusions

The obtained results were statistically processed with the SPSS program, indicating a strong correlation between the scores obtained by the parents and those obtained by the educators, in all three research assumptions: r = 0.79, p & lt; 0.01; r = 0.86, p & lt; 0.01; r = 0.74, p & lt; 0.01.

The results have shown that there is indeed a close link between these variables, that collaboration between parents and school is imperative and it has also proven that in some cases the teacher is the one who knows the child better.

In the family, the child grows and develops under the modeling action of the family environment. Within this, the child becomes acquainted with the first patterns of relationship that will form the pattern of relationships later. It relates to the adult, the adult relates to him. It is an interaction whose positive or negative meanings are also given by parental education.

Unlike girls who have been described by the teacher as timid, distrustful, courageous, boys have been found to have no interest in instructional activities, preferring aggressive games, often in conflicts with colleagues, taking their toys without asking for their permission. In terms of effective feelings, they often enjoy the unpleasant events of colleagues.

It is necessary to point out that, as regards the differences between boys and girls, they are established on the basis of a purely qualitative criterion. This is the teacher's observations. No statistical steps have been taken in this regard. Taking into account the differences between children, grouped by gender, may, of course, be one of the future directions of research into this theme.

Returning, it was found that schoolchildren whose parents are permissive, exhibit selfish behaviors, do not offer toys to other colleagues, are disinterested in instructional activities, want to be informal leaders, are

lazy when it comes to self-service skills, often do not follow the rules of the games, they want to impose their own "laws". In the case of non-acceptance by others, they withdraw, but not for long because they will resume their insistence, obtaining a small score in the evaluation.

Social-affective behavior depends to a large extent on the establishment of fair relationships between family members. The way in which each parent relates to his or her own child is influenced by the education he receives as an adult, the educational level, the values, the attitudes and the conception of his world and life. As shown in the first part, parents start to ask their question about the effectiveness of educational methods adopted when they have problems with children.

It would be absurd that parental love is denied. Each parent strives to do much for the child, to show him the love he or she carries. It sometimes happens that some parents show an excessive, suffocating love, shaking the child out of any effort. He is satisfied with all his whims, no rules, he gets everything he wants, without asking for anything in return. Experience shows that where children are exempt from any kind of responsibilities and efforts specific to their age, they become selfish, even not helping their parents. In addition, not being obedient to certain rules, they can not integrate into groups, claiming that everything is done as they wish. Since reality is different, if they are not willing to change, they can hardly integrate into social groups, facing difficulties of adaptation. Consistent with the present theme, not including in the group of children, adaptation to the school environment would be made more difficult, and the child would have to make additional efforts to meet the school's requirements.

The relational model offered by the family may be an inhibiting factor in developing the child's social-emotional behavior when it is authoritative.

Accepting hypotheses is an additional argument to reflect on the impact that parental education has on the child's social-emotional behavior. The start of harmonious development, social integration, is given by parents, the subsequent development of the school being influenced by the foundations in the family. Hence the need for the foundations to be put in love and control, the parent striving to fulfill an important purpose for his child's life.

One of the issues that should characterize parent-child relationships is the consistency and unity of parents' demands for children. Specialty literature highlights the fact that educational nonsense can be manifested in two forms: the first refers to the fact that parents adopt complementary

educational styles (permissive-democratic, authoritarian-democratic), and the second refers to the fact that parents adopt styles opposed educational (authoritarian-permissive).

It is ideal that what the father of the child claims to be supported by the mother and vice versa. Existing differences highlight the fact that nothing can be more detrimental to the child's mental development than the divergences between the demands placed on the child by the parents. Lack of educational consensus confuses a child who does not know what to believe in all that is communicated to him; he tries to please both parents, tries to respect those aspects that suit them or respond to the more impressive parent's requirements.

But between the total freedom offered by a parent and the rigorous control are enormous differences that impinge on the social-emotional development of the child, confusing it due to the lack of landmarks that a parent should offer. The child needs to be oriented, guided, stimulated, especially since the first impressions of the world and life and the environment are received in the family.

The absence of the educational unit in the family prevents activities such as the stimulation of the child's language, the explanation of causal relationships, the stories that allow knowledge acquisition, the formation of representations, the development of language and thus the cognitive development of the child.

The model of parents is observed and imitated by the child, who recognizes the democratic fathers both the authority and the manifestations of affection and tenderness they express to him. The equilibrium of the educational requirements is an impediment to the socio-emotional development of the preschool, meeting the demands of the school environment, observing the rules of the games in which he is involved, knowing to lose, to have an initiative. He has confidence in himself, he actively participates in educational actions, manifests his affective feelings in accordance with the specifics of the situations in which he is involved, is expressive and empathetic. The lack of support points to guide the socio-affective behavior of a parental model is reflected in the development of the school's sociability which, with or without difficulty, meets the requirements of adaptation to the school environment, with all that it implies.

It is important for each parent to respect the educative role of each other in order to achieve a complete education through which the sides of the child's personality development in harmony. In essence, each parent respects the other's purpose and his own purpose. To this is added the need to fulfill its educational role at any cost. In addition, no matter how plastic

the following formulation would seem, it reveals a fundamental aspect: the child cannot be deprived of the love it needs, just like food and water. When this elementary meaning is not understood, it will be wrong in education without any doubt. Ideally, it is love to secure, support, guide the child, not capture it.

The need for socialization results not only from social reasons but also from individual reasons. It is one of the important conditions of man's formation as a member of society. The basics of social behavior are put into early childhood, the quality of adaptation and social integration of the future adult depending on the manner in which these bases are put by parents and not only.

In the opinion of some researchers, the child's social sense or instinct is inherent, but subsequent research contradicts this unilateral and tantalizing opinion. Socialization is not a process that relies solely on external influences, but there are some internal spirits that intercede and demand it.

Education is not imposed from the outside, with violence (or at least as it should), but rather deliberate social adaptation. This explains that in the adult environment, the child feels good, waiting and wants their presence, so also of the rules imposed by adults.

Being in obvious parental dependence, the child needs a process of education and socialization that is deliberately done and oriented towards the gradual acquisition of socio-cultural models accredited by the social group to which it belongs. In the absence of the adult, this process is not done as it should, taking the wrong direction.

Even in relatively well-integrated and seemingly balanced children, from an effective point of view, there is a development of the fundamentally impoverished feelings, as well as difficulties in establishing social contacts.

Of course, the present work has some limits. Some of these would be the subjectivity of the teacher's appreciation; immigration-application of simple questionnaires or games to children;-limit-using observation to test children; the use of current research instruments on the implementation of observation.

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