THE FAMILY ROLE IN CHILDREN INTEGRATION IN SOCIETY

MarilenaTicusan, Assoc. Prof. PhD, "SpriruHaret" University

Abstract: The family is the institution where the personality is formed, built; the child will become a future adult, with or without inhibitions, and the child will learn to communicate assertively or not, will gain self-confidence or not. Parents are the ones that shape the child's personality, offer role-models and reference points. In the last decade, marriage and family have undergone unprecedented change. In this context, a number of family failure symptoms appeared to be relevant to the crisis state of the family. Among these, the most important are: marital conflict, domestic violence, child abandonment, emotional divorce together with unilateral or bilateral infidelity, reverse of roles in parent-child relationships by improper exercising parental roles, increasing the risk of the fraying in the psycho-behavioral development of children, due to their confrontations with multiple parents, or by abandonment, irresponsibility, lack of supervision, etc. The family is the first unit with which children have permanent contact and the first context in which they develop patterns of socialization. The market economy creates not only attitude and value and behavioralchanges, but thereby it simultaneously increases the risk of family tensions that require legislative measures and appropriate solutions, therapeutic measures and social assistance, social-educational assistance and not least, psychological support.

Keywords: family, crisis, socialization, abandonment, pattern;

Introduction

Modern couple is deeply marked by freedom of choice and the exercise of the right of self-development, and when love disappears, the couple loses the reason to exist, and often it separates. This explains why modern couple is more exposed to instability, emotional divorce is much more common than legal divorce, but both always occur with an increasing frequency in the contemporary world.

Regardless of the type of family, the most important aspect in the family is to understand and respect its functions, in our case mainly of the educational function, with all its sub-functions revealed or not. The need for education has been and remains from the practical point of view, axiomatic. It was already known for a long time that heredity and environment are just conditions for the development of the individual, education playing the decisive role in the formation of the human being and in what the human being becomes. It contributes to physical and mental development of the child. The family represents the child's primary group and here is where the development of the child's personality begins. In time, the child is able to adhere to other groups as well, having laid the foundations of its personality. One of the ways in which families socialize children, is to present models, for the child to appropriate. Thus, the boy learns to become a man, husband and father, living in a family, perceiving and understanding the model or models that is/are provided.

Theoretical approach

Parenting means meeting the needs of the child for normal development, to accompany the child and guiding the child throughout its development. Mental development of the child needs experiences that stimulate him in learning. Piaget compared the child with a scientist in front of the universe, having the great opportunity to discover the world in

which it exists. The parent must be able to allow the child these experiences, which often scare the child, with the risk they involve and that the child does not know yet. The parent's duty is to master their own anxiety and to assist with child patiently in their experiences and discoveries. As long as these activities are not dangerous to the child, the parent must allow them. The attitude and behavior toward the child depend on the way the parents perceive their children.The expectations from the child are determined by the image the parent has about the child. If the needs-resources balance cannot be satisfied the family incurs difficulties of adjustment, achievement, socialization of their children, i.e. integration difficulties to new situations. A troubled family environment with tension, deformed by the faults of parents, by theiraddictions or misunderstandings, by disputes, acts of violence, distorted by the mutual lack of affection of its members constitutes a traumatic environment for the child. The family is the closest and most appropriate environment for intellectual, affective and conative structuring of childrenpersonality,the climate becomes the material, spiritual, moral ambient where the children will be formed. Therefore, material, spiritual, moral weaknesses of family environment, negatively influence psycho-behavioral and social development of children, especially when these gaps generate an unstable environment aggravated by tension and conflict present in mild forms, in organized families and in severe forms in dysfunctional families. Typically, most children with poor outcomes in school, live in a defective psychological climate - misunderstandings between partners, teacher hostility, insults from colleagues, etc. In an atmosphere of tension and conflict, more or less violent opinion and attitudes confrontations occur, so that natural dialogue can turn into a conflict between generations, a phenomenon common in puberty and adolescence ages. If at this age children need love, understanding, some concessions, consistent, balanced and intelligent guidance, in a rigid family environment, all of this will be harmed and will generate a lack of self-confidence, fear of failure, demobilization conflict states that will ultimately lead to a lack of maturity of the child.

In order to prevent or correct such consequences, the parents should temper excessive severity attitudes, should be aware of the need to know their children, to be able to guide them with understanding, calmness and firmness. Concessions that may occur are intended to redress some temporary behavior deviations, to foster positive communication with children who need to feel their parents close to them, particularly in the difficult moments of life.Therefore, the decision about school and professional option must be the result of fair assessment of capabilities, aspirations, children's chances of success and not just an inflexible verdict. Cultivating independence, judgment and self-confidence, will put the child at early ages in a position to decide. At older ages, excessive independence can act on two levels: autonomy can provide support to succeed in life by their own forces, with intelligence and judgment, or this autonomy can confuse children and make them suggestible, as they may become victims of social nonconformity and crime, sometimes in terms of academic and professional results, below the level of their capacities and aspirations. Dysfunctional family environment fosters a difficult, careless, tense, traumatic living environment. Children involved in family misunderstandings and conflicts, adopt positions in favor of one or the other parent, split up, regret or enjoy the separation from the other parent, by relief and avoiding violent environment, because of that. Tensions and conflicts intensely experienced by children, lead to confusion and demobilization, deception

and rebellion. Moreover, when they are in their collective they are fearful, feel inferiority complex without being in the mood to learn or play.

Unlike the family, the school uses a wider range of ways and means of education, for the child's personality, by developing and substantiating durable skills and moral convictions, facilitating its integration into society. Normal education offers the student vast optional possibilities, both instructive - educational ones and of freely consented accommodation to the requirements of the community and schools.

Various degrees of school education should generally provide knowledge and stimulate the compliance with elementary cohabitation rules and normative acts. The school, the whole instructive – educational process, should be reshaped as an argument in favor of respect for parents, for civilized behavior in relation to others.

The low level of schooling, the precarious level of knowledge, the lack of skills to work consistently and tidily, to carry out social and professional obligations, determine personality structures and disposition to a parasitic, antisocial life. Both objective-economic and social factors (few schools, large number of students, inadequate equipment) and subjective factors - teacher's personality, disinterest, teachers' training contribute in this regard.

Research dates

Very often, the educational side is left last, prioritizing the instructional side in order to achieve academic success. Teachers work more with the good students, neglecting those who perform poorly, achieving thereby true hierarchical pyramids. This causes frustration reactions from the weaker students in school, who seek compensation especially in anti-social behaviors, in the street groups.

The purpose of this research is to analyze the behavior and personality of children, depending on the types of families they belong to, to find out if the family environment in which these children are raised contributes or not to building their character and to their integration into society.

The objectives of the research on child and family, are the following:
- Identification of factors that contribute in the development of the child, from the psychosocial and psycho-emotional points of view;
- Identification of factors that prevent the child from integrating and psychosocial development;
- Identification of the importance of the role of family in child's growth and development;
- Identification of the family environment in which children grow and develop and the relationships they establish with family members
In order to achieve the proposed objective, we used two categories of subjects:
- group of students with behavior disorder;
- group of students without behavior disorders
Research methods used: observation, interview and case study.

The category of subjects of this research is composed of two groups of students from classes V-VIII of a school in the city; one of the groups includes students without behavior disorders and the other includes students with obvious behavior disorders. Each group includes a number of 30 subjects. The age distribution is as follows:

Gender structure is relatively balanced: 51% boys and 49% girls.

Problem students wish to draw attention to themselves resorting to strange behavior, but we cannot exclude the variant that their predominant type of conduct represents a prerequisite for behavioral disorders, knowing that they are very active, communicative, with excess of energy, that they try to consume as they deem fit. In this case, the error lies unfortunately with the teacher as well who failed to find an optimum and useful way for them to channel this excess energy to appropriateactivities.Students who prove to have a normal adaptability, predominate in the group of students without behavior disorders (41%), but also some students with behavioral disorders who don't have problems adapting (23%).

Half of the children undergoing this research come from families legally constituted (52%), benefiting from the presence of both parents. However, the existence of two parents does not constitute itself a guarantee of an environment proper for harmonious development of the child as the cases that we have encountered highlight the existence of different situations. Poor economic situation of some families, forces the child to turn to inappropriate behavior (stealing, lying, escape from the family) to meet its needs

In these legally constituted families the most of them are with a step parent for one or more children and manifest neglect or abusive behavior towards them, causing the installation of disorders.

Single-parent families, have been identified as representing 29% of the studied group. Regardless of the situation, which led to the absence of one of the parents, this marks the child at several levels:

a. Emotional - the child does not understand and does not accept the leave (death, abandonment, leaving to work abroad) of the parent, considering the loss of the parent its own fault, showing rejection towards any possible partner of the remaining parent.

b. Relationship – as the child is often required to overcome its chronological and psychological age, imposing on the child responsibilities or tasks specific to the missing parent.

c. Social development – as the child has difficulty integrating, considering itself as being different without the economic, emotional support and guidance that are found naturally in a normal family.

Children who are in the care of grandparents or of other relatives come with disorders acquired from the families of origin, they live an acute sense of abandonment and incur integration difficulties.The type of the family of origin can represent another cause of behavior disorders in children. Usually, children from broken families or from single-parent families are likely to develop disharmony. 69% of children without behavior disorders come from organized families, benefiting from an environment capable of providing education, security and affection compared to students with behavior disorders that come from such families - only 40%. 18% of the students without behavior disorders and 31% of "problem" students come from families with divorced parents. 28% of students subject to this research come from single-parent families, because of the death of one of the parents.The fact that 72.3% of parents have a low or average education level, explains many of the cases of physical and psychological neglect of the child, by failing to know their needs, their development stages and their role as parents in harmonious structuring of the child's personality.

At this level of information and training of parents we find abusive behaviors assumed, forwarded, authoritarian educational models imposed without taking into consideration the child as a person, with own personality and needs of expression.

Regarding the group that represents parents with higher education level, in many cases children are neglected due to the high degree of occupation of parents, limiting the time spent with their child and decreasing the obedience and involvement ability in solving problems faced by their child.

In this category we also found that there are children subject to a form of psychological abuse by excessive and inappropriate expectations of parents from their own children. These parents force their children to great intellectual efforts, that cause for the children intellectual overloading, alter their self-image and their value. Those who are unemployed in this category cope hardly with their own problems related to the responsibility of providing for their family needs. Due to this incapacity to solve this issue, they fail to find resources (not only material but also educational ones) for psychological support of the child.Behavioral disorders are more common in students with decreased socioeconomic status and where shortages are common.

The person most significant for the child, in terms of social support, is the mother who has been designated as a source of social support in all five items, at a rate between 70-86% of the sample group.An important source of social support is represented by siblings, followed by grandparents and other persons from the family. The risk for child neglect in families in which the distribution of responsibilities is unbalanced, is much higher than in the rest of the families. Thus, in the balanced families we found the smallest number of children suffering from any form of neglect.

Good communication between children and parents, is a guarantee against abuse and neglect. The ability of parents to understand their own children, makes them consider their aspirations and to behave accordingly. Unfortunately, many parents show no interest in this, expecting from their children obedience and compliance with some rules outside their actual needs.

From the answers of interviewed children and parents the following typology emerged:
- overprotective family 18 %;
- loving, cheerful, quiet, clam, family 58%;
- impassible family, too severe, with frequent quarrels, with physical violence or who claims unconditioned obedience, 21%;
- 39% of the children transform frustration in aggression, feeling revolted, eager for revenge or very agitated;
- 24% of the children try to stifle aggressive tendencies, becoming introverted, suffering in silence or feigning indifference but deeply unhappy; this repression can burst any time;

As expected, most children wish that their family had other features that for now are missing; children from poor families wish to be wealthy, singleton children wish for siblings, children who do not have the luck to live with both parents wish for a complete family, children from conflict families wish for peace and calm, etc. In conclusion, unemployment, the large number of siblings, single-parenting are risk factors in the neglect of school education.

Conclusions

The incomes of most families are extremely low and the inflation and extremely high costs make it difficult to ensure a decent living. This adds to the situations where none of the parents is working, accentuating poverty and increasing the risk of deviant behavior. Training and education level of parents, influence the ability of proper relationship with the children.

The financial situation and the social status of parents have negative influences and determine or trigger behavior disorders in children. The most common types of behavior are found under the following forms, in decreasing order: verbal aggression, lying, physical aggression and impulsivity, vagrancy, theft.Absenteeism and drop out, running away from home, stealing, lying, verbal and physical violence are behavioral disorders identified at some of the subjects whose parents also have low levels of schooling.We concluded that the students with behavior disorders present a pronounced level of extroversion compared to students without behavior disorders. It is possible that "problem" students wish to draw attention to themselves resorting to strange behavior, but we cannot exclude the variant that their predominant type of conduct represents a prerequisite for behavioral disorders, knowing that they are very active, communicative, with excess of energy, that they try to consume as they deem fit. In this case, the error lies unfortunately with the teacher as well who failed to find an optimum and useful way for them to channel this excess energy toward appropriate activities.

Warning signs that should be targeted by the family and by the teachers, regarding these children are: crises in the child's life (maladjustment, lack of communication, negativity, discharge, etc.), school failure, absences without leave, failed classes, repetition, etc. By approaching these signals in early stages, it is much easier for those involved in child development, and especially for the benefit of the child, to prevent and to advise in due time deviant behavior than to fight such behavior. According to research results, the main factor in determining behavior disorders in students, is an inadequate family environment and right after the intellectual level, the type of personality and poor socio - economic status.

REFERENCES:

Bontaş, Ioan.(1995). *Pedagogie*. Bucureşti: Editura All.

Bogathy, Zoltan şi Petroman, Pavel.(1999). *Psihologia astăzi*. Timişoara: EdituraEurobit.

Ciupercă, Cristian.(2000). *Cuplul modern între emancipare şi evoluţie*. Alexandria: Ed.Tipoalex.

Jinga, Ioan.şiNegreţ, Ion.(1999). *Familia – acest miracol înşelător*. Bucureşti: Ed. Didactică şi Pedagogică.

Mihăilescu, Ioan(1993). Familia în *Dicţionar de sociologie*. Bucureşti: Ed. Babel.

Mitrofan, Iolanda. Şi Ciupercă Cristian. (1998). *Incursiune în psihosociologia şi psihosexologia familiei*. Bucureşti: Ed. Mihaela Press.

Mitrofan, Iolanda şi Mitrofan, N. (1991). *Familia de la A la Z*. Bucureşti: Ed. Stiinţifică.

Ionescu, Şerban. (*coord*.).(2001). „*Copilul maltratat – Evaluare, Prevenire, Intervenţie*". Bucureşti: FundaţiaInternaţionalăpentruCopilşifamilie.

Neamţu, George. (şi colab.) (2003). *Tratat de asistenţă socială.* Iaşi: Editura Polirom.

Kari, Killen.(1998). *Copilulmaltratat*. Timişoara: EdituraEurobit.

Paşa, Mihaela, Luminiţa. Si Paşa, Florin. (2004). *Asistenţa socială în România.* Iaşi: Editura Polirom.

Petrea, Irina. [2007]. (2012). *Cum să-ţi creşti bine copilul*. Bucureşti: Editura Trei.

Shapiro, S.şi Skinus, R (2003). *Cum devenim părinţi mai buni. Ghid practic*. Bucureşti: Ed. Humanitas.

Voinea, Maria. (2005). *Familia contemporană.* Bucureşti: Editura Focus.

Zamfir, Elena (1997). *Psihologie socială. Texte alese*. Iaşi: Editura Ankarom.