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**SUBJECT: HOW PARENTS AND EDUCATORS EVALUATE THE
EMOTIONAL DEVELOPMENT AND CHILDREN'S BEHAVIOR IN
PRESCHOOL AGE: 3-4. 4-5. 5-6**

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INTRODUCTION

The theory and experience teaches us that most preschool children that follow kindergartens, expressing himself of the behavior under the influence of different social and cultural factors and in accordance with the psychophysical development of certain age. But unfortunately a number of children differs in several specific features in their behavior. There is no dilemma that under these specific behaviors we find a range of emotional problems as well as behavioral problems for example different fear, attraction in itself, difficulties in contacts etc. Also more researches on children's behavior by psychologists and educators emphasize the importance of noticing in time the development problems as well as continuous time tracking. With this we want to emphasize the importance of noticing and systematic monitoring of the child as a personality in development and ongoing training. If parents and educators notice to the child something that is not normal for their age, it remains an obligation to research the reasons to avoid consequences, respectively when real reasons are discovered, at the same time we should determine appropriate proceedings and educational requirements, respectively we should apply corrective methods. Within this research of particular importance is the real appreciation of development and social status of the child from the parents as well as by teacher. We say this that real security assessment by parents and teachers is possible since they have the opportunity for longitudinal monitoring of the evolution of the child's emotional and behavioral at a certain age. Also in this research will examine the effects of realistic assessments of children's emotional and behavioral development by parents and educators of the different syndromes respectively types of psychopathology and psychopathological disorders. We can conclude that each specific case requires detailed analysis for correct interpretation. Children who have a high degree of deviation should be followed carefully in specific situations and with adequate interventions. It should be pointed out that interventions can range in treatment of parents and educators, counseling of parents and educators even if it's necessary the clinical treatment as well. In this research for emotional and behavioral development of children there must be parent informational resources since they are in direct contact with the child and the impact of the parent on their daily life but also as a supporter and child's activities.

We also consider that except parents in assessing the child's emotional development and behavior as an important factor is also the educator since it is within the norms of a kindergarten. Parents have the opportunity to recognize within the family activity and the educator with the didactic skills and pedagogical culture is in position to observe and follow continually the behavior within the same age group respectively in institutional condition that aim to form a picture of each child's behavior. Also we estimate that we will face in not unique ratings between parents and educators associated with emotional and behavioral development of children, then we must also explore other sources and take into consideration the professional aspect of the estimates. I consider that the collection of data from different assessors as the psychologist, teacher, social worker, except for parents and educators will enable us a more complete coverage to identify development difficulties but in different life situations. Also in this research we must take in consideration the ability and the quality of assessors. According to some researches on the accuracy of the assessment primarily affect

parents because they should know best the emotional and behavioral development of children, social emotional and family environment etc.

CONCLUSIONS

Based on the results obtained from the research I conducted with parents and teachers to assess the behavior or emotional development of children from preschool age to age groups of 3-4, 4-5, 5-6 years in Prishtina in three state kindergartens and three private kindergartens.

1. Realisation of my research undoubtedly proved that there are different degrees of sensitivity between parents and educators in the foreknowledge of development problems in children.
2. In general, we can say that parents rarely observe developmental problems in children of preschool age, compared with educators who are professionals.
3. It seems like for parents it's hard to accept the fact that there is a problem in their child's development.
4. We can't say with complete confidence when it comes to the discrepancy of opinions of educators and parents on specific child, that the thought of educator about difficulties is correct. We say this, because as for educators and children as well, they don't want to make their names public, and we don't have the opportunity to develop deeper interviews. Apparently there is a fear of Mashta and also our mentality that must change.
5. From the general table T.6.1-4 to T.1.1-4 we see the characteristic discrepancy of opinions at variables 'many' between educators and parents where in total the number of children according to educators are 16 children or 66.66% and according to parents only three children, respectively 12.00%
6. In our view children for whom there is a suspicion of the difficulties, unapproachable, physical problems, problems with thinking, problems in concentration and hyperactive, after aid delivery of the professor and the school psychologist, if the educator doesn't succeed then these children should be sent to interdisciplinary diagnostics which should include: control of neuropediatric specialist, psychological testing, thought of defectologist and diagnostics of professor.
7. Theory and experience teaches us that most preschool children attending the preschool, kindergartens express settings for the behavior under the influence of different social and cultural factors and in accordance with the physiological development and physical-psychic of certain age groups. But unfortunately a number of children differs in several specific features in their behavior by the valuation of parents and educators in different variables and scale.
8. With this research a particular importance has the real assessment of development and social and psycho-physical status of the child from parents and educators as well. We say this that the real security assessment by parents and educators is possible since they have the opportunity for longitudinal monitoring of the evolution of the child's emotional and behavioral of certain age.

9. We also consider that except parents in the assessment of children's emotional and behavioral development, an important factor is the educator since this is within the norms of a kindergarten. Parents have the opportunity to recognize within the family activity and the educator with the didactic skills and pedagogical culture is in position to observe and follow continually the behavior within the same age group respectively in institutional condition that aim to form a picture of each child's behavior.

10. We believe that a certain number of children under kindergarten age may have emotional problems but also psychophysical development of behavior.

By the research surveys are indicated children which educators consider that they have difficulties in developing certain behavior that is observed within a certain age group.

In this way we estimate that we will win the number of children with difficulties and various obstacles in development and other issues. Polls for educators and parents will be the same.

The purpose of this research was the mutual evaluation by parents and teachers for the same child that with what diagnose (the variable in the survey are the mentioned options) of diagnosed children (if there are any diagnosis) and what degree of evaluation (light degree, medium or heavy) parents and educators evaluate the same child.

In this research through surveys I conducted the research in 6 (six) gardens have been a total of 12 educators and 24 parents of children. Every surveyed educator for two children while parents only with one survey each one for their child. Kindergartens in which I conducted the research are in Prishtina and in Fushe Kosova.

This research is theoretical and empirical type and partially longitudinal. Methods based on this research are descriptive method and causal methods.