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**SOCIAL SCIENCE**

**MA SOCIAL POLITICS AND THE WELFARE OF CHILDREN**

**THE IMPACT OF LIFE EVENTS IN CHILDREN-COMMUNICATION  
WITH THEM**

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## **INTRODUCTION**

Child is a being which is in progress, therefore the care you should be giving him is very important to the development of his life. Communication is one of the main factors that influence its right development, so parents and all those who have influence on children should pay great importance of the communication with them. Various events we face in life are difficult to leave us without consequences, especially the children who are at the stage of their physical, intellectual and emotional development. It is important to build good relationships with them in order for them to overcome difficulties in their lives. To have an effective communication that children feel safe to be confident and feel safe from every incident or difficulty they face in their lives.

Besides that, we should make the right choice in the right moment to communicate because life for them wasn't that good so we should try a way to tell them that they are important to us and we will help them in overcoming any situation in life.

The reason for taking this topic was because in Kosovo, nobody has ever cared about them, to see how much they care by parents, custodians, educators, school institution but also the district where they live.

Therefore, in this paper we will try to analyze and explain which are those life events that have a very large impact on their life's journey. How do they feel psychologically and emotionally after the experienced events. The rest of empirical research based on theoretical aspects mentioned above. So, preschool age (5-6 years) is the age where kids understand almost everything, because according to psychology, child reaches the greater education until the age of 5-6 years.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusions**

From the analysis and interpretation of the results it shows that the hypothesis “What kind of impact can a life event have on children”? and that we have received this response from parents (custodians) and teachers who are involved in the research.

Important in this research has been the inclusion of two samples for the fact that we were able to examine and to compare the responses of parents (custodians) and educators regarding the effects of life events in children .

Theoretical analysis shows that the children at the age of 5-6, experiencing any sustained life event has a great impact, also the implementation of relations with others but also in dealing with other experiences. Also at these children experiencing an event has a psychological, social and emotional impact.

Researches have found the degree of compliance and non-compliance between the parents (custodians) and educators about many questions that are featured in our questionnaire.

According to parents (custodians) and educators that were involved in the research , it turns out that shutting yourself off is a phenomenon that has been noticed mostly by parents and educators.

By parents it turns out that 13:26% of the parents involved in the research have noticed that their children are more introverted, and educators have noticed that about 54.5% of the children in their group who had any life event experience , are introverted. Even the fear characterizes these children. Parents have noticed that 8:16% of parents that were involved in the research have noticed that their children have changed after experiencing a life event and that they have never noticed this phenomenon to them before. Also parents have noticed aggression and anxiety in their children that the percentage of both resulted in 5.1%.

The educators that were involved in the survey 27.3 % noticed to the children of their groups that they fear more than other children, who have never experienced any life event. While the educators have noticed that apart from these two characteristics that characterizes these children is that of hyperactivity that results in 18.2% of them.

Also communication and cooperation between preschool institution specifically by professional consultants that available by the institution is more than necessary for adequate treatment of these children. And the outcomes by the answers of our respondents, turns out that cooperation between parent-teacher-preschool (professional consultants) by parents shows that 35% is present as it's needed. 22.6% of the parents answered with never, 11.9% with sometimes and 21.4%.answered with everytime. While educators complain that they don't have a great support from the preschool institution including professional consultants in an appropriate treatment for these children. And apart from the not very differential result by many other options it still turns out 40% of them claim that they don't have institutional support in the treatment of children who have suffered any life event.

Sometimes and in case of necessity results that there are 30% of educators

It is very important for educators but also for the parents or custodians to have an Individual Education Plan for the children who have experienced a life event, and that the answers of our respondents have shown us that PIA doesn't develop in any of these children. By knowledge of the parents 77% of them said that the educators do not have any individual plan for these children, while educators said that 80% of respondents answered that they do not possess any Individual Education Plan to work with these children, which according to them it is very important if you have had any because it would have helped but also it would have made very much easier the process of their work. There are 20% of them who think that they have a plan, and that this plan is designed by them and not by the Ministry of Education, Science and Technology.

It's worth mentioning the relationship between the children who have had any life event and those who fortunately didn't have any life event so far, that would characterize them. And from our research we have found that these children are treated with respect and love by their friends. Based on the results of our research with parents, we've been asking them whether they noticed anytime if other children have been discriminated by those who experienced a life event, and the results show us that they didn't notice any form of discrimination by those children, to this opinion 67.5% of the respondents agreed, 23.3% rarely, and 7.8% sometimes.

While in preschool institution 85.9% of the educators have never noticed this phenomenon, a very low percentage of 5.4% answered rarely, 5.1% sometimes and 2.6% answered often.

Regarding the relationship between the preschool institution, concretely educators with the parents or custodians of the children who have experienced a life event shows that 76% of them have a support from the institution specifically from the educator, and the other 24% claim that they don't have any support from them. Regarding the educators about the cooperation between preschool institution, specifically consultants about the treatment of children who have suffered any life event, they express very clearly that they don't have any institutional support for these children. The results from our questionnaire for the educators about this issue emerged that 80% of them feel like they don't have any institutional support for these children, 20% of them answered that they do have an institutional support.

We've been discussing another segment on our research to see if the economic situation is affecting the emotional side of children. Parents or custodians answered to this question seeing the economic situation as something that does have an impact on their children, about 56.7% of them agreed that the economic situation has an impact to the children's emotional ups and downs, 27.1% of them answered sometimes, 10.8% quite often and 5.4% no, while 0% rarely, which means that in a way or another the economic situation definitely has an impact to the emotional state of children. Educators also believe that the economic situation has a huge impact on the emotional state to the group of their children, by the observation of

educators , 63.6% of them answered that it has an impact, 18.2% answered sometimes and often and 0% answered no.

Also important is the necessity of flyers or guidelines for appropriate treatment to children who have had any life event, according to respondents/parents 41.8% of them think that it's extremely necessary the provision of guidelines and flyers, and 35.5% of them think it's very important. 39.2% think that the training of educators is absolutely essential, and as very needed tend to think 43.13% of them.

Regarding the delivery of instruments for identification and monitoring of these children 48% is resulted as extremely necessary, 23.3% as very necessary, etc.

While educators have a different opinion from parents about this question, 54.5% of them say that the provision of guidelines and flyers for these children is extremely necessary, 45.5% see it as very necessary, and 91% of them think that the training of educators about the identification of life events is extremely necessary, as very necessary tend to think only 9% of them, and in the last option are educators which 63.6% of them think it's extremely necessary and as very necessary 36.4% of them.