THE ROLE OF THE FAMİLY AND ENVİRONMENT İN CHİLDREN'S EDUCATİON

HASAN GÜNEŞ

DEPARTMENT OF TURKISH LANGUAGE AND LITERATURE, DIVISION OF TURKISH FOLKLORE, ANADOLU UNIVERSITY, TURKEY, EMAIL: hasangunes32@hotmail.com, ORCID: https://orcid.org/0000-0003-0877-4142

Abstract

Child education occupies the basic place in the social, sentimental and mental development of an individual. Being the first educators of children, parents bear a critical role in their personal development and are important for their children for attaining appropriate life skills. The love, trust and stabile atmosphere within the family is of great importance for a healthy child development. The support of the family enables the child to gain self-confidence, to develop skills in problem solving and to be successful in social relations. Besides the parents' setting certain limits to their children and applying them some discipline enables the children to form a sense of responsibility.

Social and Sensational support is indispensable for the child's expressing himself and coping with difficulties. The role of parents requires not only imposing rules on their children but also showing empathy and building a relationship with the child and giving effort in understanding the child's emotional world. In this period the parental example shapes the behaviors and attitudes of their children. And within the period of education and guidance the cooperation of the family and school is an important issue supporting child development. As a result, child education is not only the transmitting of knowledge but also a period formed by love, patience and understanding.

The child education in the present world comprises a lot more than only concentrating on academic success. With the effect of digitalization and fast pace of life, the social and psychological problems that children are facing are increasing and this fact makes the guidance role of the parents more critical. The parents must adopt conscious, sensitive and flexible approaches so that children will be able to grow up as healthy individuals. In this context, the notion of positive parenthood and the principle of lifelong learning opens the path leading to a permanent success.

Keywords: Family, Child, Environmental Awareness, Family and Child Education.

INTRODUCTION

Family has been one of the most basic and most ancient social institutions within the history of mankind. The family representing the most natural and most sincere bonds, has both played a central role in the foundation of the lives of the individuals, and the continuation of public life (Parsons, 1955).

Since the first periods of history, people formed family structures to feel them self-safe, to meet their needs and to form their identities. While family is acting as a micro society that provides for the socio-psychological and economic development of the individual, it is also accepted as the foundation stone of the society (Giddens, 2006). Rapid social changes, economic transformation and technological developments in the modern world have affected the family institution and its functions in significant terms.

Various family types appeared differing from traditional family types; and different typologies as nuclear family, extended family and single parented family have become a more important issue in the society (Cherlin, 2010). These changes, have made the reevaluation of the family's tasks, functions and roles, an obligation. In the same time the family is continuing to be an indispensable means in transmitting the cultural values from generation to generation, in personality development of the individuals and in the shaping of social issues (Bengtson & Kuypers, 1971).

The target of this manuscript is to examine the sophisticated effects of the family on the individual and society in an academic perspective. In the manuscript the family notion will be defined in the light of various sociological and psychological approaches, its role in the development of the individual and its role in the social functions will be elaborated. Besides, the problems the present family structure faces and advisory solutions to the due problems will be evaluated. In this way, the importance of the family structure both on individual and social level will be put forth comprehensively.

1. THE DEFINITION OF THE FAMILY AND ITS SOCIAL FUNCTION

The family is described by multidimensional and various definitions in the literacy of social sciences. In fundamental terms family can be defined as the smallest social unit, consisting of individuals having a mutual economic and social life, that came together via marital bond, kinship bond or adoption (Goode, 1963). However, this definition may vary in different cultural and historical concepts.

The sociologists have dealt with family not only as biological units, but also as cultural and social structures. For example, Talcott Parsons (1955), regarded family as a structure, fulfilling the fundamental functions of society, and emphasized the duties of family in socialization and providing emotional support. According to Parsons, family is a critical institution where individuals learn social norms and try to adopt themselves to the society. In a similar way, Bronislaw Malinowski (1944) examined family in economic, sexual and reproductive functions and came to the conclusion that family is indispensable for the continuity of the society.

1.1. The Fundamental Functions of Family Can Be Classified as Such:

• **Reproduction and Biological Continuity:** Family guarantees the continuity of the genre in enabling the birth of new individuals. The reproductive function of the family is the most fundamental and natural one (Parsons & Bales, 1955).

• **Economic Function:** Family, administrates and shares the sources in order to cover the needs of family members. Within the historical period, family, as the means of reproduction and consumption, has formed and economic foundation especially in rural societies. In the present, the economic function of family has become more complex, the revenue sharing and consumption patterns have become various (Goode, 1963).

• **Socialization and Education:** Family is the first environment where individuals learn social norms, values, language and cultural heritage. Family's role, in the personal development of children and their contribution to their children's adaptation to their social roles is huge (Bengtson and Kuypers, 1971).

• **Psycho-Social Support**: Family, covers the emotional needs of the individuals, provides for the feeling of trust and sense of belonging. It functions as a mechanism of support in traumatic situations

• **Social Control:** Family encourages individuals to adapt themselves to the behavioral patterns the society has accepted and has a control function in preventing inappropriate behaviors (Parsons, 1955).

The structural variety of family, differentiates according to historical and cultural contexts. Extended family, nuclear family, single parented family and reunited family are different family types that have emerged due to changing social conditions (Cherlin, 2010). For example, in traditional societies, extended families are widespread, whereas with the modernization period the nuclear family type came forward. In extended families, more than one generation live under the same roof and social, economic solidarity is in the foreground. On the other hand, the nuclear family is a smaller and independent structure, consisting of father, mother and children (Goode, 1963).

The change in the function of families is a reflection of social transformations. Industrialization, urbanization, the increase in educational level and woman's participation in workforce have caused significant changes in the structure of family and its roles. For example, woman's participation in the working life outside home, has reshaped the cooperation in household errands. Besides, the increase in the rates of divorce has caused for a rise in the emergence of single parented family types (Bengtson and Kuypers, 1971).

As a result, family is as sophisticated institution both covering the fundamental needs of the individuals and providing for the social order of the society as well. Within the historical period and at the present, family continues to be the foundation stone of the society by protecting its functions and adapting itself to the changing conditions (Giddens, 2006).

2. THE ROLE OF THE FAMILY ON THE INDIVIDUAL AND THE PSYCHO-SOCIAL EFFECTS

Family has a fundamental effect on personal development and psychological health of the individual. Being the first and most effective environment of socialization, family shapes the self-consciousness, emotional world and social skills of the individual (Bowlby, 1969). Within this period, family provides for the internalization of the individual's values, attitudes and behavioristic patterns, and plays a critical role for the individual in adapting social norms (Bronfenbrenner, 1979).

Eric Ericson (1950) being one of the pioneers of the psycho-social development theory, emphasized the supporting role of the family in the solution of the fundamental conflicts, the individual is confronted with, in his life stages. Especially in early childhood period, the family environment, is determinative in the development of the sense of confidence. Secure bonding, facilitates the individual's having healthy relationships and being capable to cope with stress in later ages (Ainsworth,1979). The relationships between the family members, that are formed, based on love, respect and support, affect the development of self-respect and self-confidence of the individual, positively (Baumrind, 1991).

The quality of the communication within the family affects the individual's psycho-social health directly. Effective and open communication, enables individuals to express their feelings and solve the conflicts in a positive way. On the contrary, the conflicts in the family, negligence or excessive controlling behaviors may lead to the generation of anxiety, depression and social adaptation problems in the individuals (Olson, 2000). For example, the studies Baumrind (1966) made on parental styles have shown that democratic and supporting parental approaches have increased children's social skills and academic success.

Family, is a critical area where individuals are able to learn mechanisms in order to cope with stress. In situations of crisis family support, lessens the effects of negative experiences by heightening the psychological strength of the individual (Walsh, 2003). At the same time, family plays a vital role for the family members in establishing emotional support nets, in preventing problems concerning psychological health and in their healing (Thoits, 1995).

Besides these positive psycho-social effects, family determines the life quality of the individual via transferring the economic and cultural sources. The sharing of the financial sources and educational opportunities within the family, affects the individual's social mobility and his supposed opportunities directly (Bourdieu, 1986). Therefore, the unequal conditions within the family members is a significant area for debate concerning social justice and equality in education.

As a result, family is an environment, establishing the foundation of the psycho-social development of the individual, being far beyond a mere biological bond. The support, love and education the individual receives within the family enables the individual to take place in the society as a healthy, productive and happy person.

3. THE FUNCTIONS OF FAMILY ON SOCIAL ORDER AND SOCIAL CONTROL

Family is one of the basic institutions enabling the individuals living a harmonious and regular life within the social order. The continuity and stability of the society, depends majorly on the family, taken for granted that the family practices its functions in a healthy way (Parsons, 1955). In this context family, is acting as an environment for early socialization, in which individuals learn social norms, adapt to their social roles and develop behavioristic forms to protect social order (Merton, 1968).

One of the most important roles of the family is the social control function in order to provide for a healthy social order. Social control is a unity of periods encouraging individuals to act in coherence with the common social rules and values (Reckless, 1961). The discipline, rewarding and guidance methods applied within the family, come forth as fundamental vessels in making children adapt to social rules (Hirschi, 1969). Owing to these periods, individuals internalize social norms and start to develop behaviors in coherence with the common social expectations.

Parsons (1955) saw family as a subsystem of the social system and emphasized the normative function of the family. Family, pioneers the individuals in learning social values, ethic rules and social responsibilities. This function has a critical significance for the continuity of the society, because cultural values are transmitted from generation to generation via individuals (Parsons & Bales, 1955).

The practice of the social control function within the family may vary in different cultures and social structures. While in collective societies family, is trying to provide for the social order through strict control and powerful bonding mechanisms, in individual societies social control mechanisms may act in different ways due to the fact that individual freedom is in the foreground (Triandis, 1995). However, in both situations the role of the family eases the adoption period of the individual to the value system of the society. At the same time family is a significant institution in preventing the behaviors that are out of norm and in controlling the deviations. In the sociological literacy, controlling the behavioristic form that is called as "deviation" is being possible with the socializing periods starting within the family (Merton, 1938). The discipline and guidance within the family are the protective factors preventing the individual from experiencing a deviation to crime, addiction or other kinds of social evils (Farrington, 1995).

In addition, family affects the distribution of economic and social sources in order to protect social order. The sharing of the economic sources within the family plays a significant role in shaping the individual's social status and social stratification (Bourdieu, 1986). In this context family, acts as a function both protective and transformative in preventing the production of social inequalities.

In conclusion, the family institution is one of the basic foundations of the social order and social control. It has a great importance that individuals become adapted to the society, live in coherence with the social norms and assist to the continuity of the social structure; and values and rules gained within the family, support this period. This function is indispensable regarding the stability of the society and healthy development of the individuals.

3.1. The Duties of the Parents

Parents have a great role in providing for a healthy family institution. Within the duties of the parents are not only covering the physical needs of their children but also shaping their psychological, social and moral developments and providing for their being individuals raised in coherence with the society (Baumrind, 1991). These parental duties are of critical importance both regarding individual and social basis and development of the child and its social adaptation (Bornstein, 2013).

3.1.1. Covering Physical Needs

The most fundamental duty of the parents is providing for their children's vital needs perfectly. Besides fundamental needs such as food, clothing and accommodation, parents' duties also include duties like health service, hygiene and security provision (Park & Burial, 1998). For the healthy physical development of the child, appropriate nutrition, regular health checks and a secure life environment should be provided for (Sroufe, Egeland, Carlson & Collins, 2005).

3.1.2. Psychological and Emotional Support

In order to provide for a healthy personal development and emotional stability for the children, the parents should create a loving and supporting atmosphere within the family (Ainsworth, 1978). In regard to the bonding theory, secure bonding relationships support children in developing self-confidence and achieving healthy relationships with others (Bowlby, 1982). The sensitivity and understanding parents bear for their children enables them to develop emotional intelligence and produce skills in problem solving (Denham, 2006).

3.1.3. Social and Moral Education

Another important duty of the parents is educating their children social norms, ethic values and sense of responsibility. This period, enables the child to grow up as a respectful, just and compatible individual (Kochanska, 1997). The parents' being a model, that is being an example, is effective for the children to adapt to these values (Bandura, 1977). In addition, discipline and guidance is indispensable in order to educate children their limits and help them act in coherence with the rules of the society (Grusec & Goodnow, 1994).

3.1.4. Joining the Education and Learning period

Parents, whether formal or informal, should join the education period actively (Epstein, 2011). The supporting of school success, encouraging the child to learn and developing a positive behavior concerning education is directly related with parental support (Fan & Chen, 2001). The cooperation of the parents with school, affects the academic and social development of the children positively.

3.1.5. The Assessment of Independence and Responsibility

Parents should encourage their children in order to make them individuals and take decisions on their own. Excessive protective or controlling behaviors may prevent the development of self-confidence within children, (Baumrind, 1991). The healthy parental example enables children to learn by their own experiences while guiding them (Smeana, 2000). In this period skills are developed such as taking responsibility and problem-solving.

3.1.6. The Transmitting of Cultural and Moral Values

Family has a central role in transmitting cultural and moral values from generation to generation (Farrow, King and White, 2004). Parents teach their children the language, traditions and belief systems of the country they belong to, and thus they support the development of identity in them (Phinney, 1990). And the transmitting of moral values contributes to their children to find meaning and target in their lives (King & Boyatzis, 2004).

Parents have duties to raise healthy children having a sense of responsibility and acting beneficial to society, and this is only possible by supporting the holistic development of their children. It bears great importance that these duties are carried out successfully for the sake of the stability in the society and its development. The positive relationship parents establish with their children is a benevolent factor for both the individual and the society, as long as it is shaped by love, support and guidance.

4. THE MULTIDIMENSIONAL ROLE OF THE PARENTS IN CHILD EDUCATION

Family is accepted as the fundamental social structure in the development of the individual. The parents take critical roles not only in the biological development of the child but also in their psychological, emotional and moral development (Bronfenbrenner, 1979). While children are developing their personality, identity and social skills via the experience they gather within the family, the behaviors of the parents and effective communication within the family are the first and most effective guidance sources (Bornstein, 2012).

Parents undertake different duties in order to realize their roles effectively. These duties compromise multi-dimensional issues like understanding the needs of the child, providing a suitable support and guidance, providing for a healthy means of communication and preparing the child to its future life (Baumrind, 1966). In this section, subjects like family structure and the importance of the family in child development, parental styles, communication, methods of discipline, the usage of technology, the transmitting of values and crisis management will be dealt with under the light of literacy.

4.1. The Role of the Family and Parents in The Child Development

Family, being the first social environment of the child, undertakes a critical function concerning secure bonding, the learning of social norms and emotional support (Ainsworth, 1979). The behaviors of the family are directly effective in the shaping of the child's self-respect, self-confidence and social skills (Maccoby & Martin, 1983). Besides, family has a significant effect also on the academic success, behavioristic problems and psychological health of the child (Steinberg, 2001).

4.1.1. Parental Styles

Four main parental styles are being examined in literacy extensively. Authoritarian, Permissive, Negligent and Democratic (Baumrind, 1967). Democratic parenthood supports the child to be raised self-confident, responsible and compatible with the society in joining high sensitivity and high control (Darling and Steinberg,1993). On the contrary Authoritarian Parenthood is related with strict discipline and minor emotional support: and this fact may cause a minor self-confidence parallel with obedience (Baumrind , 1991).

4.1.2. Healthy Communication

An open, empathetic and consistent communication between parents and child supports the development of a sense of confidence (Gotmann, 1997). A good communication enables children to express their emotions and understand the expectations of their parents (Koerner & Fitzpatrick, 2002). However, the critical, judgmental or excessive protective behaviors of the parents may affect the quality of the communication negatively (Harris, 2011).

4.1.3. Discipline and Setting Limits

Discipline, not only bears the meaning of punishing, but also compromises teaching children the right behaviors and setting limits (Patterson, 1982). Effective discipline methods are based on consistency, positive reinforcement and showing natural consequences (Kazdin, 2005). On the contrary, excessive, strict or inconsistent discipline may cause behavioristic problems in children and corruption in the parent-child relationship (McCord, 1997).

4.1.4. The Usage of Technology and Media

In the present, the effect of technology has a great place on child development indisputably. The conscious and controlling behaviors of the parents regarding the usage of technology, is important in enabling children develop a healthy behavior in the digital world (Wartella & Jennings, 2000). The education of media literacy, is necessary to protect children from wrong knowledge and to provide for a healthy time management (Rideout, 2017). Besides, keeping the screen time in balance and determining the digital limits within the family, affects the cognitive and social development of the children positively (American Academy of Pediatrics, 2016).

4.1.5. Values and Moral Development

Family is the primary institution where children acquire fundamental values and moral norms (Keller, 2018). The consistency of parental behaviors, their being an example and guide, plays a basic role in that ethic decisions can be taken by the child (Hoffman, 2000). In the period of transmitting values, the terms like empathy, justice and sense of responsibility are of great importance (Grusec & Goodnow, 1994).

4.1.6. Management of Crisis and Support

When children are faced with difficulties, stressful conditions and times of crisis, parents can heighten their strength by providing them psychological support (Masten, 2001). In times of crisis, showing consistent, calm and reassuring behaviors, enable children to develop skills and problem solving (Walsh, 2003). Besides, the strong solidarity within the family is a critical factor in protecting children from negative experiences (Olson, 2000). The parents are a fundamental guide and supporter in every step of child development. Fulfilling the duties supporting the child's physical, emotional, social and cognitive development consciously, bears vital importance in order to raise healthy generations. Therefore, parents should be well equipped in areas like parental styles, communication, discipline, usage of technology, transmitting of values and management of crisis. The studies in the literacy show that parental behaviors are determinative on common health and social adaptation of the child (Bornstein, 2012; Steinberg, 2001).

5. THE ROLE OF PARENTS ACCORDING TO THE DEVELOPMENT PERIODS

Child development is a multi-dimensional and dynamic period; and the role of the parents change in every stage of this period. The needs occurring in different ages are shaping the attitudes and behaviors of the parents. In this chapter critical stages such as infancy, preschool, school and puberty will be taken as basis and the duties of the parents elaborated.

5.1. Infancy Period (Age: 0-2)

The infancy period is a critical stage where the fundamental sense of trust and bonding relationship is shaped at (Bowlby, 1969). The most important duty of the parents in this period, is covering the physical needs of the baby and providing for a secure, consistent bonding environment. The studies of Ainsworth (1979), have shown that secure bonding is determinative in the infant's emotional development.

• **Physical Care**: Covering the fundamental needs of the child like nutrition, sleeping order and hygiene is vital for the healthy development of the child.

• **Emotional, Support**: Being sensitive to the crying of the baby, showing a smiling face and answering its vocal reactions, provides for a secure bonding and a positive social- emotional development.

• **Perceptual and Cognitive Stimulation**: Parental interactions based on games, speaking and physical contact, support the child's cognitive development (Shonkoff & Phillips, 2000).

5.2. Preschool Period (Age:3-6)

In the preschool period a rapid development can be observed in the language, motor and social skills of the children (Erikson, 1950). In this period parents should be active in setting limits and discipline on one hand and supporting the feeling of independence in their children on the other hand.

• **The Assessment of Independence and Sense of Responsibility**: It is important that children are encouraged to cover their own needs; for example, physical care skills like getting dressed, toilet habit, etc (Maccoby & Martin, 1983).

• **The Supporting of Social Skills:** Parents should be an example for their children in teaching the social rules as; sharing, waiting in a queue, etc. (Denham et al.,2003).

• **Discipline and Limits:** Consistent, loving but at the same time decisive discipline methods should be practiced, excessive authoritarian or excessive tolerant behaviors should be avoided (Baumrind, 1991).

5.3. School Period (age:7-12)

In this period children are able to perform duties that are cognitively more complex, their social environment becomes larger and their academic success comes to the foreground (Eccles et al., 1993). The role of the parents is supporting the learning period, encouraging the social adaptation and heightening self-confidence in the child.

• **Academic Support**: supporting homework, providing for a healthy learning environment and cooperation with teachers becomes significant (Grolnick & Slowiaczek, 1994).

• **Developing Self-Confidence and Self- Efficacy**: The success of the child should be appreciated, in case of failure they should be encouraged (Bandura, 1997).

• **Social Skills**: A healthy guidance should be provided for in cases like friendship relationships, problem solving, empathy and proper management in times of conflict (Rubin et al., 2006).

5.4. Puberty Period (Age:13-18)

Puberty is a period where personal development and individualization is in the foreground, it is also a complex period where conflicts with the family might be experienced (Steinberg, 2001). In this period the role of the parents necessitates a balanced attitude between guidance and support giving.

• **Personality Development:** Adolescents should be given permission so that they can discover their own personality, parents should be supporting and understanding (Erikson, 1968).

• **Independence and Responsibility**: Parents should permit controlled independence, they should set limits when security and values are in danger (Smetana, 2002).

• **Communication and Management in Crisis Situation**: It is important to provide for an open and respectful communication environment, and solve problems in a positive way (Laursen & Collins, 2009).

6. EDUCATION AND ACADEMIC SUPPORT: THE ROLE OF THE PARENTS

Education has a critical significance in the life of a child and families are seen as the most important supporters of this period (Epstein, 2011). The behaviors of the parents affect the school success, motivation and learning behaviors directly (Hill & Tyson, 2009). In this chapter the responsibilities and duties of the parents during the education period, supporting methods and school-parent cooperation, will be dealt with.

6.1. The Fundamental Duties of Parents in Education

• **Providing for a Learning Environment**: Providing for a silent, regular and motivating studying environment will heighten the concentration of the child (Fantuzzo et al., 2004).

• **Joining School Matters**: It supports the academic success of the child when parents join activities at school and join parent meetings (Epstein, 2011).

• **Supporting Behavior**: Watching the interest of the child in his lessons, appreciating his success and assisting him in cases of difficulties, is quite important (Hill & Tyson, 2009).

6.2. Academic Success and Support for Motivation

Motivation is one of the most important factors determining the success of the child during the learning period (Ryan & Deci, 2000). The parental behaviors may affect this motivation either positively or negatively:

• **Support for Autonomy**: Enabling the child to determine his own learning targets and letting him decide himself will heighten internal motivation (Deci & Ryan, 1985)

• **Positive Reinforcement**: Appreciating their success and complimenting on their efforts will support the self-confidence development in the children (Skinner et al., 1990).

• **Feedback and Guidance**: It is important that failures are dealt with a positive approach, and advisory solutions are presented (Hattie and Timperly, 2007).

6.3. The Importance of School Family Cooperation

The healthy cooperation between school and family, contributes to the academic and social development of the child comprehensively (Epstein, 2011).

• **Setting Mutual Targets:** Parents and teachers should determine on mutual educational targets for the child and review them regularly (Christenson and Sheridan, 2001)

• **The Sharing of Knowledge**: The parents should be in healthy communication with the teachers about the strengths and weaknesses and special needs of the child (Hill and Tyson, 2009).

• **Supporting Programs**: Supporting programs that can be practiced at home and at school should be planned (such as assessment of an effective reading habit, studies etc) (Fantuzzo et al., 2004).

6.4. The Usage of Technology and The Role of the Parents

The integration of technology with education is increasing steadily, however uncontrolled and excessive usage of technology may result with negative effects (Plowman & Stephen, 2005).

• **Digital Balance**: Parents should apply some rules on the technology usage of their children and teach them time management (Wantella et al., 2016).

• **Choosing Educational Contents**: Choosing contents bearing educational purpose or digital contents that are appropriate for the due age and those contents being used together with the child should be encouraged (Radesky et al., 2015).

• **Literacy of Technology:** Parents' having some knowledge on digital skills will make their children use technology easier and healthier (Holloway et al., 2013).

6.5. Social and Emotional Support: The Role of the Parents

The social and emotional development is a fundamental issue for the child in becoming a healthy individual. In this period of development family is the most effective and permanent institution (Bowlby, 1988). The social and emotional support the family provides for their children, both increases the psychological endurance of the children and develop their adaptation skills within the society (Ainsworth, 1979).

6.6. The Fundamental Issues of Social and Emotional Development.

• **Bonding:** The healthy bonding of the child with his parents, enables him to build healthy relationships in his future life (Bowlby, 1988).

• **Emotional Awareness:** The capability of the child in knowing his own feelings, expressing this feeling and understanding others' feelings, provides for the development of empathy in the child (Denham,1998).

• **Social Skills:** Sharing, waiting in the queue, cooperation etc. are such skills that play critical role in the child's adapting into the social environment (Rubin et al., 2009).

6.7. The social and Emotional Support Role of the Parents

• **Providing a Secure Environment**: A family environment should be created where the child can express his feelings freely and where his failures are being tolerated and supported (Ainsworth, 1979).

• **Being an Example Emotionally**: Parents act as models for their children in managing their emotions healthily (Eisenberg et al., 2001)

• **Active Listening and Communication**: Listening to the thoughts and emotions of the child carefully, shows that the child is being valued and this increases his sense of self-confidence (Gottmann et al., 1997)

• **Positive Discipline**: Instead of punishment; guidance and reinforcing positive behaviors should be preferred (Patterson. 1982).

6.8. Coping with Emotional Difficulties and Psychological Endurance

Parental support, enhances skills of the child in coping with stress and difficulties (Masten, 2001).

• **Emotional Regulation:** Teaching the children strategies in controlling emotions, strengthens healthy mechanisms in coping with difficulties (Gross, 1998).

• **Support in Times of Crisis:** Approaching the child patiently and supporting him in times of anxiety, fury or sadness, reinforces the sense of confidence in the child (Compas et al., 2001).

• **Skills in Problem Solving:** Evaluating conflicts together and producing methods of solutions heightens the sense of self-confidence in the child (D'Zurilla and Goldfried,1971)

6.9. Developing Social Skills

Social skills, enables children to be successful in their social relationships (Rubin et al., 2009).

• **Being an Example and Role-Playing**: The parents can improve the skills of their children by showing them how to behave in social environments and letting them practice as well (Bandura, 1977).

• **Encouraging Social Activities**: Game clubs, clubs and activities where children will be able to interact with his peers should be supported (Ladd, 2005).

• **Educating Empathy**: Teaching how to understand other people's emotions and respecting them as well, makes it easier to achieve social adaptation for children (Eisenberg & Miller,1987).

6.10. The Difficulties of the Present and Parental Attitudes

Social media, digital communication and rapid life conditions are the outcomes of modern life which might affect the emotional development of children (O'Keeffe & Clarke-Pearson, 2011).

• **Digital Social Skills**: It is necessary to teach technology effectively in order to be able to use it in social bonding constructively (Radesky et al., 2015).

• **Preventing Social Isolation**: Parents should encourage their children to build face to face communication, and they should be very careful about the risk of isolation (Twenge et al.,2018).

• **Management of Stress:** Developing management of stress situations and providing for healthy communicative behaviors, will help protecting the psychological health of the child (Repetti et al., 2002).

RESULT AND SUGGESTIONS

The investigations made on child education and development, are clearly revealing the fact that family plays a vital role on the children's social, emotional and cognitive development. As it is depicted in this study, the family environment is providing an indispensable ground where children can grow healthily in a loving, trustful, coherent and supportive family atmosphere, which are issues of psychological wellbeing. The positive, consistent and empathetic behaviors of the parents, are encouraging aspects providing for the development of self-confidence. These positive behaviors strengthen their skills in problem solving, and help making the children's social adaptation period an easier one (Baumrind, 1991; Darling and Steinberg, 1993). In addition, setting balance and setting limits, which are applied in practicing discipline, are contributing to the development of children's sense of responsibility and interior discipline (Grusec & Goodnow, 1994).

Due to the fact that psychological risks the children encounter, are increasing as the result of digitalization and social changes, it has become a must for the parents to adapt conscious and flexible attitudes. In these terms, the positive parenthood example not only contains setting rules for their children but also understanding their emotional world, supporting and helping them assess life skills (Spera, 2005). Besides, family-school relationship has a critical role in child development; the effective relationship between teachers and families, enables a holistic approach supporting both academic and social development of the children (Epstein, 2011).

When the variety in the family structure and changing social conditions are taken into consideration, it is quite obvious that the functions of the family should be reshaped in the modern society. In addition to the nuclear family type, the rise in the number of extended family or blended family structures are leading to an alteration of the roles and responsibilities within the family (Cherlin, 2010). This situation necessitates new strategies to be developed regarding child education periods. Especially in families where economic and social stress factors are in a rise, popularizing programs having social foundations in order to support parents and providing for the covering of the children's needs, have become of vital importance (Conger & Donellan, 2007).

In this context the suggestions mentioned below are important in terms of child education and developing policies supporting family:

1. **The Popularization of Parental Education Programs:** Parental educations that are having a psychological and pedagogical ground, should be popularized so that parental roles can be strengthened. These programs enable parents to acquire scientific knowledge regarding their children, also enable them to learn effective communication and discipline methods (Sanders & Kirby,2014).

2. **Strengthening Family-School Cooperation**: The communicative channels between family and school should be activated, cooperation should be practiced considering mutual targets. Schools should provide for a holistic contribution to child development by organizing informative and supportive workshop activities (Epstein,2011).

3. **Improving Social Support Systems**: Especially for families, living in disadvantageous areas, social support nets and psycho-social guidance services should be established. These services will help families in coping with economic and emotional difficulties and thus affect the child development positively (Bronfenbrenner, 1979).

4. **Encouraging Positive Parenthood and Flexible Approaches**: It should be encouraged that parents build empathetic relationships with their children and use strategies consisting the management of positive behavior. These kind of approaches, heightens the psychological endurance of the children and supports their development in the long term (Spera, 2005).

5. **Education for Digital Literacy and Usage of Media**: The children of today have very active communication in digital areas. Therefor it should be provided that the digital literacy capacity of the parents is heightened so that they can guide their children in the usage of technology. This is a critical step in preventing potential risks like digital addiction and social isolation (Livingstone & Helsper, 2008).

6. **Protection of Cultural Values and their Transmission from Generation to Generation**: It is important that families are supported in transmitting cultural and social values to their children. This is necessary to strengthen the personal development and social belonging of children (Bengtson & Kuypers, 1971).

In conclusion, a sustainable success in the area of child education is only possible by empowering and supporting families. Social institutions, educational institutions and all units of the society should develop coordinated and holistic strategies in order to support children grow up as healthy individuals. Increasing scientific and practical supports regarding families that bear the fundamental role in the development of children is indispensable in heightening both individual and social welfare.

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