Parents’ Socio-Emotional Competences and Children Adaptation to Infant School

Abstract

The presented study was carried out in 3 infant schools in Silesia in 2012 with an objective to find out whether parents’ emotional intelligence modifies their children’s adaptation to infant school. Social adjustment was verified in four aspects: emotional functioning, social relations with peers, relation and responsiveness to a teacher, self-reliance and meeting demands. Parents’ emotional intelligence was estimated with the use of an emotional intelligence questionnaire (KBiE). According to the statistic verification, parents’ socio-emotional competences and children’s adaptation are correlated: children whose parents declared emotionally intelligent behavior adapted to infant school better than those brought up by less emotionally intelligent parents.

Keywords: parents’ emotional intelligence, social adjustment to infant school, children social functioning.

In temporary science as well as meritocratic rhetoric, social adjustment is found as an ultimate aim of education and self-actualization. Social adjustment refers to a person’s ability to be included in the environment. In the process the aim is to maintain a balance between a person’s needs and surrounding demands (Klim-Klimaszewska, 2011, p. 37). The process of adaptation and re-adaptation is lifelong, but the first milestone seems to be the beginning of infant school. Every new situation creates a new context, expectations to which a person has to attune. The results suggest that even within early childhood maladaptive behavioral outcomes result...