



The Efficient Communication in Kindergartens (Organization) Affects the Psycho-social Development of the Children

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Abstract

To make this research more meaningful, I have worked with the kindergarten staff to evaluate their communication and the impact of these communicative abilities in the psycho-social development of the children. The aim was to understand the main communicative barriers at work and the level of psycho-social development of pre-school children. Also to discover what strategies were commonly used to overcome the barriers or conflicts that arise as a cause of work. As we will see below, it is significant and there is a strong link between the effective communication variable in the organization (kindergartens) and the children developmental level variable. The gender variable has no correlation with the communication in kindergartens and the developmental level of pre-school children. And there is no meaning between gender and developmental level variable. The purpose of the study is: The identification of the advantages and discovery of the strategies used by organizations (kindergartens) to overcome differences, conflicts in the workplace and the promotion of the psycho-social development of preschool children. Kindergartens as a professional people organization with a view to achieving a common objective have a human resource unit that takes care of the organization and performance of their work. Organizations (kindergartens) are a mix of people who need to understand each other and cooperate every day. Those who have good communication do their job well and are usually mind-open, curious, patient, and aware. These basic skills help in nurturing a friendly, personal and intuitive approach to organize.

Keywords: *communication, psycho-social development, kindergartens, human resources, organization.*

How communication contributes

The study of communication at the workplace has tried to answer the question, "How do people understand each other?" Now we understand that communication issues are embedded in other complex questions such as: What kind of communication is needed for the majority of employees who also have common goals at work? How does communication, not just tolerance, contribute to creating a respectful environment when we have a common goal? Communication - Your ability to share your beliefs, values, ideas, and feelings - is the foundation of all human contacts. We can have different backgrounds, but when we try to express our feelings and share opinions with others we all do the same. Perhaps the result of a sent message may be different, but the reason why people are communicating is because they aim to be the same. As a way to emphasize the importance of human activity communication, let's look at some of these reasons:

- Communication allows you to get information about other people.
- Communication helps to meet interpersonal needs.
- Communication creates personal identities.
- Communication affects others.

The purpose of the study is: The identification of the current workplace advantages and barriers and the discovery of the strategies that kindergartens use to overcome and solve problems and achieve results.

Hypothesis: In kindergartens where educators have effective communication, they have the best results (level of psycho-social developments) in their work with children

In this case we have: Dependent variable - the development of psycho-social skills of preschool children and independent variable - the communication efficiency

For conducting this study two main lines were used:

a) Analysis and collection of data/theoretical materials, including: review of the relevant literature and international studies conducted in this field. The literature was used to give a general picture of the



advantages, problems and benefits that organizations that operate in the field of children education may have.

b) Analysis and collection of practical data, including: realization of questionnaires conducted with managers and employees of the organization (kindergarten) and analysis from the children observation to evaluate their developmental skills.

The research methodology

In this thesis, quantitative methods of research were used. The quantitative study relates to the way of collecting information by asking individuals who are a subject of research belonging to a representative sample through a standardized procedure aimed at studying the correlations that exist through variables.

Sample

In this case, we have a non-probability sample, sampling through quotas. I have selected this sample with quotas because: It is mostly used in researches, as well as obtains profound information and knowledge about the selected population.

Measuring instrument and questions of research study

The questionnaire selected for the assessment of the study was obtained from an Italian consulting company PYRAMYDE, translated and then modified to be adapted to the confirmation or not of the hypothesis if it results to have effective communication between the staff in the kindergarten and the reflection of the developmental level of the children who are attending the same.

The questionnaire contains 25 questions that serve as an indicator for the Communicative Context.

Effective communication test

COMMUNICATIVE CONTEXT		Never	Sometimes	Often	Always
1	When someone says something you do not agree, continue listening to him without judging	1	2	3	4
2	First you appreciate what and how you would say it then you say it	1	2	3	4
3	After a discussion, ask if you are understood	1	2	3	4
4	You keep judgment and criticism of the other while listening	1	2	3	4
6	Even if I know the answer, I allow to end the question	1	2	3	4
7	When communicating with someone, you identify the differences to create your identity	1	2	3	4
8	When someone raises their voice, you strain to hear until the end	1	2	3	4
9	When someone opposes, you accept and hear them to the end	1	2	3	4
10	You look right in the eye when someone speaks to you	1	2	3	4
11	You wait until you say your opinion	1	2	3	4
12	When you can, keep notes to remember better	1	2	3	4
13	You accept that words do not have the same meaning for everyone	1	2	3	4
14	You use questions to clarify the thoughts and ideas of the other	1	2	3	4
15	You ask questions to know if they understand what you are saying	1	2	3	4
16	You repeat the message and words heard to make	1	2	3	4



	sure you understand it well				
17	You listen curiously the views of others even if they are different from yours	1	2	3	4
18	You have an interest in hearing even if it is not important	1	2	3	4
19	You're preoccupied with knowing the words you do not know	1	2	3	4
20	You can change your point of view and think like the other person	1	2	3	4
21	When talking, you focus more on the person in front of you or in yourself	1	2	3	4
22	If, even after you repeat the same discussion several times, the person does not understand you, take the responsibility of the situation	1	2	3	4
23	When talking to many people, you can see them all in the eye, keeping your head and eyes up	1	2	3	4
24	Communication changes whether it is a man or a woman	1	2	3	4
25	You accept discussion even you think that you know everything about an argument	1	2	3	4

25-50	Inappropriate
50-75	Promising
75-100	Excellent

The source of the questionnaire

<http://www.pyramyde.it/Portals/12/Test%20sulla%20comunicazione%20efficace.pdf>

The selected sample is in the non-probability category and sampling is selected through quotas. There are altogether 40 questionnaires divided into four kindergartens, two state-owned and two private (kindergarten names) subject to, including the heads of these kindergartens and the educators working there. Realization is all done by me in order to have a better explanation of the above questions. The second test is the one to which the children of the third group (pre-school children) of these kindergartens have been subjected.

Results of the study

After collecting the data according to the procedures described in the methodology of the work and verifying the reliability of the two instruments (test of communication skills, the Gesell test for the development of the psycho-social skills of the children and the field observation of psycho-social skills of these children, through drawings, game observation, helping each other, focusing on the explanation of the educator, etc.) used in this study, here we will present the analyzes made to confirm or not the hypothesis we have set in advance at the beginning from reviewing the literature.

Correlation analysis

This study is a descriptive-correlational quantitative study, therefore the essence of the analysis is finding the correlations of the variables of hypotheses that we have raised. The following table shows all correlations between variables.



Correlations

			Effective communication of educators in kindergartens	Development of children's psycho-social skills
Effective communication of educators in kindergartens	N		1.000	.158
	Pearson Correlation Sig. (2-tailed)	80	80	80
Development of children's psycho-social skills	N	.000	1	-.520
	Pearson Correlation Sig. (2-tailed)	1.000	80	80
Correlation is significant at the 0.01 level (2-tailed).	N	.159	-.520**	1
		.158	.000	
		80	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

As seen from the table above, we have a statistically significant and very strong correlation between the good communication variable in the kindergartens (organizations) and the variable of the psycho-social development of kindergarten children. This is also the core of our study.

Discussion

As we can see from each questionnaire analysis we have a statistically significant and very strong correlation between the effective communication variable in the organization (kindergartens) and the variable of the psycho-social development of children.

The psycho-social skills of pre-school children are: maintaining eye contact, smile, enthusiasm, accepting others, expressing emotions, active listening, and constructive interaction.

The element that influences the improvement of communication is the fact that the educators give special importance to the communication by developing relevant trainings for this part:

Some good qualities that are observed in kindergarten educators:

- Educators are very hardworking, they are simple people, try to improve their performance at work
- They are very energetic and cheerful.
- They are very open to communication.
- They love their job and have developed sensitivity and personal affect to children in their working group.

Improve communication skills towards effective communication, special trainings for communication and teamwork, improve the recognition of developmental stages (cognitive-behavioral and psycho-social of preschool children), knowing the children needs Knowing the needs through the parents and informing the parents about the child, coordination of multidisciplinary work of the working group, work in groups, design and detail individual plans, recruitment of staff, supervision of drafting plans, design a specific ethical code at the workplace. In the four studied kindergartens: in the first two kindergartens, Bebtusha and Soros, the percentage of effective communication was higher (excellent) than in the other two studied kindergartens: Delfinet dhe Lulebore. Children in the first two kindergartens have a higher point in the Gesell test.

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