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## Motric Balance – a Reflection of Emotional Balance for the Institutionalized Children

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### Abstract

**Problem Statement:** Family represents a perfect environment for the children's' growing and developing process. Interrupting the bond with the family or estranging it from the children, followed by their institutionalizing, will make them have a specific development in comparison with the other children, living within the family. This means that the adults' marital relationship is highly important for children. There are, though, dramatic situations when parents abandon their children from various reasons: financial, caring incapacity, etc.

These children are taken care of social assistants or they are taken to foster houses. This separation from their family will produce dramatic changes, real traumas, in their minds and souls, as children fail to understand the dimension of the drama they are experiencing. These dramas will reflect in the children's motric and emotional development.

**Findings:** The purpose of this research was to verify the influence of motric balance, which we consider to be strongly connected with the emotional balance, over the physical, motric and emotional development of institutionalized children and the manner in which we can positively influence their evolution through the implementation and application of specially conceived programs in their leisure time activities.

**Conclusions:** The practice of motric activities has a decisive role in their development, as a proof of their physical and psychological health. The research undertaken permitted to verify the statement in the direction of confirming the positive influence of the motric balance in the development of the emotional balance manifested through self-confidence, a greater capacity of responding to the given tasks and to relate with various people (colleagues, didactic or non-didactic staff).

**Keywords:** Motric balance; institutionalized children; emotional balance; programs; affective disorders; leisure time activities

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### 1. Introduction

Family has the duty to maintain a permanent connection with school, to be informed about their children and to avoid truancy, as, according to Căpraru E., and Căpraru H., 2010, it is frequently due to family negligence or separation from it (this being the case of institutionalized children), and a must "... indispensable for child's fulfillment is the security and love feeling. He must feel that he is offered consistent affection...", the familial environment having a decisive role in the child's emotional and motric balance, because it has been observed that those children who come from "... well bonded families and with a correspondent intellectual level study much better than their colleagues coming from "problematic" families with the same intellectual capacity..." (Căpraru E., Căpraru H., 2010 p.240, 241), or in comparison with their institutionalized colleagues. It is widely known that a child with a precarious affective balance, although intelligent, is unhappy because he has been abandoned or separated from his family. He will be slower in school and will work slowly in Physical Education classes, the motric balance being affected as compared to a balanced, but less endowed child, happy and developing in a familial environment.

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## 2. Hypothesis

This research has started from the hypothesis that motric balance is a reflection of emotional balance and that a weak representation of the first is the proof of an affective disorder which can be improved through the implementation of a special conceived program that will lead to positive changes at a motric and emotional level.

## 3. Methods

### 3.1. Subjects

The research was realized on a number of 15 children (boys and girls), aged 9-10, all institutionalized in the same centre, 12 of them studying in a normal schedule school and the other 3 being enrolled in a special school.

### 3.2. Research methods

- Bibliographic study method;
- Observation method;
- Enquiry method (conversation, etc.);
- Didactic experiment method;
- Statistical and mathematical method;
- Graphical method.

### 3.3. Research purpose

The purpose of this research is to verify the influence of motric balance over the emotional balance and the problems that appear on this segment when the child is separated from his family and institutionalized.

## 4. Research tasks

The tasks of this research have been drawn in stages, have resulted from the conception of the theme and the need of theoretical and methodical fundament of the process as following:

**Stage I** – establishing the days of the week for the implementation of the program.

**Stage II** – structuring the emotional-motric program and its application.

**Stage III** – conceiving the observation chart.

**Stage IV** – selecting the control tasks.

**Stage V** – applying the proposed program and the evaluation of its effects through motric testing and the recording of the obtained data.

## 5. Research content

The balance “difficulties” were noticed by us when we wanted to realize a study regarding leisure time organization of institutionalized children. Then we have observed that although they are physically and psychologically healthy, and they have no medical problems, they have certain motor difficulties (e.g. a precarious balance), problems of spatial orientation, they mistake or do not know the notions: right-left, up-down, etc.

Furthermore, they have understanding problems, which appeared, according to our opinion, from their lack of self-confidence or as a response of an affective disorder, due to institutionalization and separation from their families. When we used the notion of affective disorder, we referred to the child’s manifestations in the moment of the interruption “...or deterioration of the parent-child relationship, followed by the institutionalization of the latter, which resulted in a frustrating situation, generating biological and psychological misbalance, with serious consequences over the child’s development, on a biological, motric and

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