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The impact of grandparents - grandchildren relationships on creativity and emotional intelligence

Keywords

*Intelligence, Creativity, Emotional Intelligence, Grandchildren,
Grandparents*

Abstract

The present research aims to see to what extent the impact of grandparents on grandchildren influences their creativity. Moreover, we try to see if there are major differences between the permanent or sporadic relationships between grandparents and grandchildren. Emotional intelligence is a powerful "weapon" in the modern age to educate children, and that's why we wanted to see if it is overwhelmed by the excessive presence of grandparents in the life of grandchildren or by their lack of presence in their lives. For this we have researched many other documents on this topic and we applied a test to grandchildren interpreting results according to some variables. The overall results look gratifying. We also analyze results which directly affect the two mental processes that we have in mind: creativity and emotional intelligence.

1. Review of literature

There are many researches based on the relationship between grandparents and grandchildren. Looking at the whole, this relationship is a special and useful one. But there are some issues that cast doubt on the permanent relationships between them. We try to find arguments to affirm or refute whether the permanent relationships between grandparents and grandchildren are beneficial. Do they influence Emotional Intelligence or creativity? Do some of the grandparents' family environment permanently care?

A descriptive study of 17 grandparents who cared for their grandchildren over a long period (about one to nine years), even if they lived in their own home, the grandparents said that their lives had changed (Orb & Davey, 2005). General feelings are those of continuous stress, energy consumption, the constant need for support from others, and financial difficulties. In view of these frustrations, grandparents see it as a means of educating by punishment - beating. Forthun & Ferrer-Chancy & Falcone (2013) provide material that provides grandparents' information on grandchildren's discipline. Grandparents are generally tempted to apply a beating because of disobedience. Any punishment, ranging from bickering to threatening, does not help grandchildren to understand the wrong behavior, they say. Grandparents should turn to natural and logical consequences. Even if grandparents care for grandchildren are objective: abandonment, death or divorce, they do not provide a friendlier environment for the grandchildren concerned (Orb & Davey, 2005). They tended to be more common and grandparents were to be taught more and more children to grow (Pinson-Millburn & Fabian & Schlossberg & Pyle, 1996) and this proved to be true. There are no significant differences between maternal grandparents and paternal grandparents in their involvement on grandchildren (Smorti & Tschiesner & Farneti, 2012), no matter the age. In the same research there are significant

differences in the way activities are carried out. Grandmothers engaged more in linguistic activities and grandfathers in more physical and sports activities.

In compressing three British studies, Whing Chan & Boliver (2013) shows that there is a significant association between the social classes of grandparents and their grandchildren. Another area where grandparents leave a strong impression is the spiritual realm (Allen & Oschwald, 2008) where, through prayer, the relationship with Divinity and example gives their grandchildren a Christian perspective. Deprez (2017) points to several roles of grandparents to strengthen the relationship with grandchildren: prayer, stories and narrate, and most importantly, the unique and individual role of grandparents. Their involvement outside the family life of children.

In various researches we have tried to observe whether grandparents have an equally strong influence and courage on creativity or emotional intelligence. One of the tests commonly used in measuring creativity is the Torrence Test. Golu F. (2009) describes the creative thinking test, Torrance as a figurative one that can be applied between ages 6-18. It is based on the concepts of creative thinking that the examiner needs to master: the originality, fluidity, flexibility and elaboration. There may be many variables that show significant differences in their application. The most common are gender differentiation.

These have been sustained since the 1990s. Advanced research in this area has supported the existence of gender differences at cognitive level (Gurian 2001). Early, a synthesis of all case studies where Maccoby & Jacklin (1947) found three cognitive abilities with significant differences between male and female genes: verbal abilities, mathematical and visual-space abilities.

There are also many researchers who focus on the links between creativity and student activity. The test mentioned above was used in one of the researches alongside the "Test of Early

Mathematics Ability" on a sample of 80 children aged six years in the city of Ankara. Research (Baran & Erdogan & Çakmak, 2011) sought to validate the relationship between creativity and mathematical ability that turned out to be null. On the other hand, children's creativity scores differ significantly in sex.

The same test (Torrance) was applied to a sample of 60 children aged between five and seven years in the city of Bucharest, but there are no statistically significant differences depending on the sex of preschoolers (personal research in paper license, 2016). There were differences in the scores obtained according to the occupation of the parents and the type of family from which the children who were subjected to the test. There is a cultural difference in these two examples.

A nationwide study in the Republic of Korea (Kyung-Hwa, 2005) with a sample of approximately 1,000 children aged four to five years is conducting a research where the correlation between creative thinking and personality is observed. Kyung demonstrates that, depending on the sex of students, there are significant differences in language and arts at the level of creative thinking. Girls get a better percentage than boys from a statistical point of view. However, there are no significant differences in achieving the creative personality results. However, there have been significant differences in age; both in creative thinking and in personality.

Chan (2005) publishes a study of a sample of over 200 talented pupils between fifth and high school (divided into two categories - around 9 years and around 18), where it compares creativity, perception of family and emotional intelligence through anonymous questionnaires. Significant differences were observed in their perception of the family. Students in the low age category feel more support from the family than other students. Emotional intelligence, on the other hand, achieved similar results in both age groups. This, in turn, plays a very important role in personal development and academic growth. Later, at the age of

adolescence, it is demonstrated that women dominate to a greater extent emotion than men (Fida & Ghaffar & Zaman & Satti, 2018).

Research has dismantled over the limit that there are close ties between grandparents and grandchildren. These can be useful or can destroy both groups of people both grandparents and grandchildren.

2. Methodology

This research is descriptive, combining both qualitative and quantitative elements. The qualitative elements will have the role of directing and directing the meaning of the quantitative elements. During the process of collecting, analyzing and interpreting data, both analysis and evaluation criticisms will be presented.

Objectives

This research aims to observe how big the influence of grandparents at grandchildren on cognitive thinking is.

1. Observing the grandchild-grandparent relationship and her influence on creativity.
2. Studying the grandparent - grandchild relationship and her influence on Emotional Intelligence.

Hypotheses

1. There are statistically significant differences in the scores obtained in the creativity test, depending on the sex of preschoolers.
2. There are statistically significant differences in the scores obtained in the creativity test based on the number of brothers.
3. There are statistically significant differences in the scores obtained in the creativity test by type of family.

4. There are statistically significant differences in the scores obtained in the creativity test based on the presence of grandparents.

Variables

The gender, the number of brothers, the type of family and the presence of grandparents are the variables that are considered in this research in obtaining the scores for the creativity test.

Methods

We applied the *Torrance Creativity Test*. It is based on the concepts of creative thinking that must be very well mastered by the examiner with the following notions:

1. Originality - indicates the integration of various elements into the "same perceptual field", the ability to produce ideas with meanings different from those in the usual sense;

2. Fluidity - the ease and speed of association between images, the ability to produce many words and ideas;

3. Flexibility - Reorganizing ideas based on emerging situations, the ability to produce different categories of ideas, changing one category with another using images or words, the ability to use different strategies;

4. Development - concrete realization of the innovative, original idea, the ability to combine and transform the data.

The Torrance test, in his figural activity, comprises four activities:

Task I - eight figures are represented, and the child's task is to imagine as many things as the figures can represent.

Task II - There is a list of pairs of words for which there are as many as possible resemblances. The children also received pictures suggestive of those pairs.

Task III - Interpretations and meanings for schematic drawings.

Task V - In the first part of the sample, the child will list all the round objects he thinks of and in the second part all the objects that produce noise. For each party he has 3 minutes of thinking.

This test allows the metering of certain creative features that can provide us with information about creative potential.

A second method used in conducting research is the *Questionnaire Survey*. This plays a rather important role given the collected data underlying evidence for children later. With this method, parents' and grandparents' involvement in the child's life will be assessed, the date on parental occupation and their monthly income, the type of family they are born and the number of brothers.

Tests Statistic

We applied *Test t* for a Sample or *One-Sample T Test* in our research to track the comparison of two independent samples. Check it out if there is a significant difference between the average value per sample and specified a priori by the researcher. And we applied *Anova One-Way* to represent the testing of the differences between the media of three or more independent groups.

Population

The batch on which we applied the creativity test consists of 61 children aged between seven and ten years old from the town of Pantelimon, Romania.

3. Results

In this study conducted with children in primary classes, a significant difference was found on the creativity scores regarding the presence of grandparents, we will come back with details, and no significant gender differences.

Based on the results obtained, it was found that there are no statistically significant differences depending on the *gender* variable in terms of creativity [F (1,60) = 0,059, $p > 0,05$] (Table 1).

Depending on the type of family, significant scores were recorded in the total scores of items two and five and the total final scores.

Based on the results obtained, it was found that there are statistically significant differences according to the *type of family* variable in terms of creativity [F (1,60) = 4,453, $p < 0,05$] (Table 2). To verify the maintenance of the three types of families if there are significant differences we applied the Bonferroni Post Hoc t. The results revealed the existence of significant differences between the type of married families and the type of families living in concubinage - Bonferroni = 12,111, $p < 0,05$, $r = 0,33$ (Table 3).

The differences on brethren appear in two of the items of the proposed test for research. Based on the results obtained, it was found that there are statistically differences according to the *brethren* variable in terms of creativity [(1,60) = 3,709, $p < 0,05$ (table 4). To verify the maintenance of the three *types of category of brethren* if there are significant differences, we applied the Bonferroni Post Hoc t. The results revealed the existence of significant differences between child alone in family and child with one brother in family - Bonferroni = 0,667 $p < 0,05$, $r = 0,03$ (Table 5).

And not in the last round, as I have already mentioned, we have returned to the influence of grandparents in the cognitive thinking of children. In this case, almost all the items have $p < 0,05$ and curiously even $p < 0,01$. Based on the results obtained, we have statistically significant differences to the *influence of grandparents* (Table 6).

To the variable "grandparents" most items that have $p \leq 0.05$ shows a percentage $p < 0,01$ and the rest $p < 0,05$.

To verify the maintenance of the three types of categories of grandparents if there are significant differences, we applied the Bonferroni Post Hoc t (Table 7). The results revealed the existence of significant differences between the grandparents who only spend time on holidays and grandparents who spent time every day, Bonferroni $t = 5,58$ ($= 20,333/ 3,638$), $p = 0,000$ and also between grandparents who spend time every day with their grandchildren and grandparents who don't spend never time with them, Bonferroni $t = 3,37$ ($= 30,333/ 6,019$), $p = 0,008$.

4. Discussion

We have noticed through the interpretation of the results that there are significant differences depending on some of the variables we have considered. The null hypothesis in this case depends on the type of preschool children where there were no statistically significant differences.

In contrast, in the case of the others, there are statistically significant differences from which we deduce that the creative potential is influenced by certain factors.

The results obtained by type of family clearly show that the pupil is more creative when he comes from a normal family with married parents. The significant difference in this case occurs between married parents and partners who live in concubinage. Studies show that long-term instability created in the family generates negative effects on children. Marriage itself makes partners aware of their matrimony, the responsibility they have in society, and the mutual respect they have. If parents are married, the pregnancy are planned at 75% compared to cohabiting partners where the percentage is below 50% (Family Alliance, 2010). It is now understood the strong impact that the child feels from all the many factors present in a family where the parents cohabit.

We still wondered if the number of brethren influenced in some way creativity. Well, the results show that a single pupil at parents is less creative than a pupil who has a brother or a sister. We can certainly remember the mistakes we made with our younger brothers or older brothers or cousins if we were alone with our parents. Cognitive intelligence is practiced, creativity is stimulated, and mind trained when children spend time together.

In today's reality, sad in patches, many parents do not have enough time for their child. They suppose that the excess work it suits is for the good of the children, but they do not notice how the time runs through their fingers and lose the essence and the joy of a parent-child relationship. In such cases, the presence of a brother or sister helps enormously to balance the emotional intelligence, cognitive thinking.

The interest of the work is found in the last variable that we will discuss, however, the main link in the present research. Also because of lack of time, because this is the number one contemporary enemy, many children are raised by grandparents, even living with them. Even though it is not so, more and more grandparents take over the primary functions of parents and assimilate them. This research shows that this category of grandparents negatively affects children's creativity. Besides being indirectly affected by this situation, studies show that grandparents' families are severely affected. Nobody disputes the importance of grandparents in the lives of grandchildren, but as a result of research we find that ideal for grandchildren is time spent on holidays. Time spent together with grandparents affects them cognitively much worse than if they did not spend time with them. So, the relationship between grandparents and grandchildren influences their creativity to a great extent. The generations are different, the needs are different, and the relationship between grandparents and grandchildren, a special relationship at the base, becomes a drudgery.

5. Conclusion

Creativity is an important value in student development. It must be stimulated and exploited to the maximum. There are numerous researches that address stimulating methods to develop creativity. A lot of research that emphasizes the practical side. We have tried to see if there are factors in the family environment that put a barrier to the development of creativity or on the contrary it helps to develop it. There are many minor aspects at first appearance and do not give us concrete reasons to worry, but in the long run they can be decisive.

If we are referring to education, to shaping personality and values, it is said that the most important years of life are the first seven. Creativity is also stimulated or not during this time, involuntarily. Emotional Intelligence on the other hand is well anchored in the child's genetics. This is cultivated "by the way adults around the child know to adequately stimulate the child's emotional, communication and social skills development," says psychologist Bologan (2018).

The results of our research show that the number of brothers has a positive impact on cognitive thinking.

At least one brother elevates significantly creative results in completing the Torrance test by students. In such cases, we speak less of selfishness and indulgence. The familiar environment is balanced, and emotional intelligence is educated in a healthy way. Recent studies indicate more and more cases where parents find technology the best way to keep children busy when they do not have time for them. This is a solution: brothers can discover the world together, play and explore the environment. Creativity is no longer blocked by a screen where the images move fast and remains captive for tens of minutes but is well anchored in reality.

To the question "How can Emotional Intelligence Be Educated?" The answer is a short and concrete answer: the family.

Within the family, parents need to express their emotional states that they feel. It is very important for children that what parents verbalize to be true. An affirmation of discordance with real feelings leads the child in error and can generate frustration (Goleman, 2001). Therefore, a relationship between honest partners is often completed by marriage. As we have also pointed out our research results according to family type, concubinage decreases the creative potential, as expected. Very few times feelings and emotions are authentic in the case of cohabiting partners. A transparent and trustworthy relationship comes to be formalized.

In conclusion I would like to focus on grandparents and their relationship with their grandchildren. The relationship between them is a special one and it really matters, but it must be treated with great responsibility. Grandparents share their part in the family life of children and need some boundaries. For the child's Emotional Intelligence not to be contradicted and the education in this sense to be correctly perceived by the child, grandparents should keep their place in the relationship with them, namely in holidays, when children spend time to relax. This would not be possible if grandparents were permanently present in children's lives. Mentalities are different and inevitably there are contradictions between what is good or not.

As we are created, equal in the eyes of the Creator, there are no significant differences between the pupils' genre. They can grow harmoniously, be creative, and excel in a loving family where sincere feelings predominate, and parents place their children's first education without placing them in grandparents' families in "lack of time".

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Table 1

Anova Total Results by Gender

TOTAL	Between Groups	10,179	1	10,179	,057	,813
	Within Groups	10628,378	59	180,142		
	Total	10638,557	60			

* $p > 0,05$.

Table 2

Anova Results by Type of Family

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
p2.tot	Between Groups	220,387	2	110,194	4,593	,014
	Within Groups	1391,613	58	23,993		
	Total	1612,000	60			
p5.tot	Between Groups	69,272	2	34,636	3,454	,038
	Within Groups	581,581	58	10,027		
	Total	650,852	60			
TOTAL	Between Groups	1416,018	2	708,009	4,453	,016
	Within Groups	9222,540	58	159,009		
	Total	10638,557	60			

* $p < 0,05$.

Table 3
Bonferroni Post Hoc t – Type of Family

TOTAL	married	Divorced	9,159	5,123	,237		
		Concubinage	12,111*	4,604	,033		

* p <0,05.

Table 4
Anova Results by Brethren

p1.it6	Between Groups	4,201	2	2,100	3,709	,031
	Within Groups	32,848	58	,566		
	Total	37,049	60			
p1.it8	Between Groups	2,701	2	1,350	3,324	,043
	Within Groups	23,562	58	,406		
	Total	26,262	60			

* p <0,05.

Table 5
Bonferroni Post Hoc t –Brethren

p1.it6	single	1 brother	,667*	,257	,036	,03
		2 brothers	,727	,321	,082	-,06
	1 brother	single	-,667*	,257	,036	-1,30
		2 brothers	,061	,257	1,000	-,57
	2 brothers	single	-,727	,321	,082	-1,52
		1 brother	-,061	,257	1,000	-,69

* p <0,05.

Table 6
Anova Results by Grandparents

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
p1.it 1	Between Groups	9,451	3	3,150	3,765	,016
	Within Groups	47,696	57	,837		
	Total	57,148	60			
p1.it 2	Between Groups	7,318	3	2,439	5,859	,001
	Within Groups	23,731	57	,416		
	Total	31,049	60			
p1.it 3	Between Groups	6,860	3	2,287	4,463	,007
	Within Groups	29,205	57	,512		
	Total	36,066	60			
p1.it 5	Between Groups	7,722	3	2,574	3,930	,013
	Within Groups	37,328	57	,655		
	Total	45,049	60			
p1.it 6	Between Groups	5,144	3	1,715	3,064	,035

	Within Groups	31,905	57	,560		
	Total	37,049	60			
p1.it 8	Between Groups	3,384	3	1,128	2,810	,047
	Within Groups	22,878	57	,401		
	Total	26,262	60			
p1.t ot	Between Groups	321,959	3	107,320	3,940	,013
	Within Groups	1552,729	57	27,241		
	Total	1874,689	60			
p2.it 1	Between Groups	12,084	3	4,028	8,881	,000
	Within Groups	25,851	57	,454		
	Total	37,934	60			
p2.it 2	Between Groups	13,542	3	4,514	11,358	,000
	Within Groups	22,655	57	,397		
	Total	36,197	60			
p2.it 3	Between Groups	12,752	3	4,251	10,962	,000
	Within Groups	22,101	57	,388		
	Total	34,852	60			
p2.it 4	Between Groups	7,521	3	2,507	8,813	,000

	Within Groups	16,216	57	,284		
	Total	23,738	60			
p2.it 5	Between Groups	7,571	3	2,524	7,834	,000
	Within Groups	18,363	57	,322		
	Total	25,934	60			
p2.it 6	Between Groups	8,498	3	2,833	7,894	,000
	Within Groups	20,453	57	,359		
	Total	28,951	60			
p2.it 7	Between Groups	15,135	3	5,045	13,82 6	,000
	Within Groups	20,799	57	,365		
	Total	35,934	60			
p2.it 8	Between Groups	12,478	3	4,159	11,01 6	,000
	Within Groups	21,522	57	,378		
	Total	34,000	60			
p2.t ot	Between Groups	690,707	3	230,236	14,24 5	,000
	Within Groups	921,293	57	16,163		
	Total	1612,000	60			
p5.it. 1	Between Groups	66,883	3	22,294	11,68 1	,000

p5.it 2	Within Groups	108,789	57	1,909		
	Total	175,672	60			
	Between Groups	42,045	3	14,015	3,709	,017
p5.t ot	Within Groups	215,365	57	3,778		
	Total	257,410	60			
	Between Groups	213,803	3	71,268	9,295	,000
TOT AL	Within Groups	437,049	57	7,668		
	Total	650,852	60			
	Between Groups	4444,101	3	1481,367	13,63 1	,000
	Within Groups	6194,456	57	108,675		
	Total	10638,55 7	60			

* p < 0,05. ** p < 0,01

Table 7
Bonferroni Post Hoc t –Grandparents

TOTAL	Holidays	Frequently	14105	3,146	,000	5,50	22,71
		Permanent	20.333	3,638	,000	10,39	30,28
		Never	.000	5,599	1,000	-15,30	15,30
	Frequently	Holidays	-14,105	3,146	,000	-22,71	-5,50
		Permanent	6,228	3,844	,664	-4,28	16,74
		Never	-14,105	5,735	,102	-29,78	1,57
	Permanent	Holidays	-20,333	3,638	,000	-30,28	-10,39
		Frequently	-6,228	3,844	,664	-16,74	4,28
		Never	-20.333	6,019	,008	-36,79	-3,88
	Never	Holidays	-000	5,599	1,000	-15,30	15,30
		Frequently	14,104	5,735	,102	-1,57	29,78
		Permanent	20.333	6,019	,008	3,88	36,79

* p <0,05. ** p < 0,01