Family Factors and Children's Emotional Problems

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Abstract

This work discusses the connection between emotional problems of a child and the family factors, as well as the influence of the family factors on the personal profile of a child.

The theoretical part of the research defines the concepts of aggression and anxiety, definitions, types and theories. It also discusses the correlation between family factors and children's emotional problems (aggression, anxiety).

The work is based on a research conducted in one of the schools during five years (2000-2005). The pupils in the school came from materially secure families.[1]

The working hypothesis can be formulated in the following way: short communication time between parents and children during infancy and weak emotional ties in the family have a negative impact on the emotional problems of the child and the development of the personal characteristics of the child.

The research has been conducted in three stages:

First stage aimed at determining the time parents spent with their children and what type of behavior parents prioritize when communicating with their children. 180 parents of children from lower school participated in the research. Research material consisted of a screening questionnaire written by the author. The research has shown that 25% of parents could not find any time for their children during infancy, and 31% - during their school years; 62% have not participated in raising their children. 44% of the parents are not employed.

On *the second stage* I researched the impact of family factors on the emotional problems of each child, as well as the correlation between the time spent with the child during infancy and his/her emotional problems. 120 children of 6-11 age group participated in the research. Projective method of Khomentauskas, „My Family", has been used as the research instrument. Additional research has been conducted following the projective method of Buck further elaborated by Berns – „ House, Tree, Person''. The outcome of the research has illustrated that the level of emotional relationship is surprisingly low in the families with children who have emotional problems. At the same time, demand for emotional warmth and indicators of the lack of psychological warmth are high in these families. The Projective method „My Family'' has revealed eight emotional problems, while the additional research has discovered 28 emotional problems. According to frequency, the following four emotional problems had the highest

indicators: 1) Problems related to the perception of reality. 2) Aggression/aggressive tendency. 3) Anxiety, feeling of danger. 4) Feeling of inadequacy.

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[1] The children participating in the research were studying in the school which costs GEL 2500 annually. According to the presidential decree of January 24, 2005, minimal salary in our country should not be less than GEL 115 (Decree #43); according to Article 7 of the Georgian Law on Pensions, the minimal pension in Georgia is GEL 28. At the same time, the demand of the minimum salary in the decree has not been fully fulfilled yet. This might lead us to conclude that the abovementioned families belong to the high social class.

The third stage has investigated personality profile of the children raised in materially well-provided families and its correlation with the family factors. The research was conducted on 120 children aged 8, 9 and 10. Cattell's personality analysis questionnaire and the projective method „My Family'' were used as the research materials. The research has proven that children from high social classes differ from the children from average population (in eight factors) judging by their personality profile.

Children are an indivisible part of the world and the future of the society largely depends on them. The more emotionally balanced and socially competent adults they will become, the more successful the future society will be. One Contemporary German researcher of children's emotional problems, Schneewind (Schneewind 2005) emphasizes a considerable rise in children's emotional problems in the recent years; American scientist Faull (Faull, 2003) notes increases in the aggression among children. At the same time, observation and analysis of emotional problems should be the most informative among infants and children since emotions are most naturally expressed by children and adolescents. In terms of emotional relations, the most sincere connections exist between the mother and the child (Izard, 2000).

Emotional problems can be researched from organic, social, psychological and cultural perspectives. We prioritize social-psychological factors since numerous research studies have proved their significance.

The subject of our research is interdependence of children's emotional problems and family factors. There are abundant theories and research (Chapter 3), which confirm the existence of a connection between the child's emotional problems and the family factors. The object of our interest is the family, where the participation of child in the process of socialization is considered to be the main function. Family is the first social world where the child starts to exist. Social experience received in the family for the first two years follows the children throughout their whole life and determines their emotional and personal development; develops their social world and the ability to understand it (Oeter, 2002).

Infants go through several phases of emotional and social development in the family. This is also where the first relationship that between the mother and the infant is formed. It is Exactly in the context of this relationship the child starts to develop. Children perceive their parents primarily as partners for interaction. According to Bowlby's(???) theory of attachment, the central component of children's emotional development is their attachment to his or her mother or another person who principally satisfies their needs. The attachment is an interactive system. If the child's needs are provided for by different individuals, attachment is not formed, expression of emotions is blocked, the result of which can be the suppression of different functions, inadequate personality and emotional problems.

According to Bowlby, Goldfarb and Sprit, children who received insufficient warmth and attention during infancy tend to develop weak attachments. Later this children are characterized by social passivity and emotional indifference (Bandura & Walters, 2000, p 41-42). Freud and Birlingam propose that we also encounter similar problems among the children who were raised in families where the mother was absent during the early years. Other research shows that the absence of attachment causes frustration, which determines development of aggression in the future (Bandura & Walters, 2000).

According to previous research, if a child spends more than 20 hours per week with other people, including family friends or neighbours, he/she tends to have high levels of anxiety caused by the simultaneous need to be close to the mother and to run away from her (Oeter, 2002).

Children's relationships with their parents considerably affects their emotional development. Successful overcoming of the difficulties appearing on each level of development largely depends on the family factor. Children raised in conflicting families reveal aggression to a greater degree, in essence, the family environment becomes the model of aggressive behaviour for them (Wicks-Nelson, 2003).

According to Bandura's social learning theory, aggression is a learned behavior and due to this, conflicting family relations represents a model for the formation of aggressive behavior. It is also known that conflicting relations provoke the formation of coalition between the child and one of the parents and are cause of anxiety.

Chapter 1. Agression

The root of the word aggression is adgradi (,,gradus'' means ,,step'' and ,,ad'' means ,,on''). The direct meaning of aggression is – 'stepping on someone' (Fromm, 1998). There are numerous understandings of the term 'aggression' and accordingly, there are many definitions of the word (i.e. Berkovic, Fromm, Zillman, Morisson, Horney). We will rely on the definitions of Barron and Richardson(???) since they are the most comprehensive.

According to Barron and Richardson, aggression is any form of behavior directed towards insulting or harming a living being that does not want to be treated that way.

This definition of aggression includes the following concepts:

1. Aggression is a model of behavior and not an emotion, motive or disposition.
2. Aggression implies causing intentional harm to the victim.
3. Only an action that is harming a living being can be considered as an aggressive action (Barron & Richardson, 1997).

1.2. Types of Aggression.

One can distinguish between the following types of aggression: constructive and destructive (Fromm, 1998); hostile or instrumental (Barron & Richardson, 1997); physical or verbal (Buss, 1961); direct or indirect aggression (Berkovic, 2002). Bass and Dark have most

descriptively formulated types of aggression that cover most types of aggressive behaviour. They list 8 types of aggression:

1.Physical – Active-direct – beating up, stabbing a person; 5.Verbal – Active-direct;

2.Physical – Active-indirect; 6. Verbal – Active-indirect;

3.Physical – Passive-direct; 7. Verbal – Passive-direct;

4.Physical – Passive-indirect; 8.Verbal – Passive-indirect.

1.3. Theories of Aggression

There are many theories explaining the sources of aggression, which describe the origins and causes of aggression in different ways. In order to avoid confusion due to the diversity of theories, it is possible to divide them in several categories:

1. Instinctive theories. 2. Frustration-aggression theories. 3. Cognitive theories. 4. Learning theories. 5. Biological theories. 6. Other theories.

13.1. Instinctive Theories

The oldest theory is the Instinctive Theory, which claims that aggression is originated through instincts – meaning that humans are genetically and constitutionally programmed to behave aggressively. Theories of Freud, Lorenz, Horniy, Jung & Adler belong to the list of Instinctive Theories. Now shortly about each:

According to Freud, the source of aggression is the inborn instinct of death. He distinguishes two main groups of these instincts: Eros and Thanatos. The energy of Eros, the instinct of life, is aimed towards the preservation and prolongation of life, while the energy of Tanatos, the instinct of death, is directed towards the destruction of life. There is an endless conflict and confrontation between the two. The source of aggression is the inborn instinct of death.

In the researcher's opinion, aggression represents a real *primary instinct*, which is aimed at the *survival of the species*. Lorenz(???) considers that aggressive energy is regularly accumulated in special nervous centers; the more energy is accumulated, the less effort is needed to show aggression. In specific cases, instinctive behavior might appear even in the absence of outer irritation. Every inactive instinctive behavior results in the condition of general anxiety and concern, which then seeks for irritation stimuli (Lorenz, 2000).

Hunting hypothesis: hunting theory (Ardrey) claims that the couse of aggression is the hunting instinct, developed during the process of evolution. Natural selection created new species – 'hunters'. According to this theory, exactly this 'characteristic' of the hunters represents the source of aggression (Monger, 1971).

Adler: Adler(????) considers that aggression is the instinct of struggle or drive that is directed towards the satisfaction of different needs. At the same time, the aggressive drive dominates all the other aspects of behavior. Later, Adler discussed aggression in relation to the complex of imperfection, social interest and lifestyle. He claimed that striving towards the achievement of goals and perfection is characteristic for every individual – this stems from the complex of imperfection dating back to the childhood experience. If the abovementioned complex becomes strong, it leads to a pathological state, which, on top of neurosis and depression, causes anger, tyrannical behavior and becomes the subject of mockery.

Hornie. Hornie denied the existence of aggressive instincts. He proposed that child is looking for the ways of self-protection in a hostile environment; and pointed out the existence of three main directions that the child follows due to external conditions: 1) Actions directed towards the humans. 2) Actions directed against the humans and 3) Running away from humans. Concessive individuals belong to the first group, aggressive – to the second and individuals with neurotic denial – to the third. Aggressive type of individuals consider that people in general are negatively predisposed towards them (Hornie, 1995, 45).

The abovementioned theories differ in details; however, their essence lies in the instinctive origin of aggression and its inborn nature. According to these theories, it is impossible to restrain aggression. The best that can be achieved is its temporary prevention or decrease in its intensiveness. Thus, according to these theories, aggression is always following us in different forms.

1.3.2. Theories of Frustration-aggression

This group contains frustration-aggression theory of Dollard and his colleagues and aggressive excitement theory of Zillman. Averill's opinion on correlation between aggression and rage is also being discussed.

Frustration-aggression theory has been formulated by Dollard and his colleagues. This theory discusses aggression as a need. Fear of punishment prevents the realization of aggressive behavior. Nevertheless, the desire to realize aggression continues existence for a certain period and might result in displaced aggression. In this case aggressive behavior will be directed not towards the frustrator, but towards another person. Later, one of the authors denied that frustration always stipulates aggression (Bandura, 1984). A second author of frustration-aggression theory, Miller, (Miller, 1941) pointed out that frustration coming from different sources is merged. The combined frustration, not separate frustrations, becomes the reason for aggression in the most cases.

Let us discuss the position that emphasizes a correlation between aggression and rage. Geen (1980) claims that assault and frustration usually cause rage; rage, in turn, results in aggressive behavior (Geen, 1980). Averill (1983) pointed out that not everyone who is enraged behaves aggressively. According to his research, 10% of individuals express physical aggression

when being enraged, 49% express verbal aggression and 60% try to switch attention to other things.

1.3.3. Cognitive Theories

The theories of Berkowitz and Zillman belong to this group. Cognitive theories of aggression highlight emotional and cognitive processes that serve as the basis of aggressive behavior.

According to Zillman, aggression is caused by excitement; that is, by an observable construct. In this case, aggression is linked to the excitement of sympathetic nervous system, which is discernable in somatic reactions. Zillman elaborated his theory and noted that cognitive processes and excitement are closely interrelated and influence each other. Sometimes aggression is impulsive and cannot be subjected to control.

Berkowitz's(1989) model of the formation of cognitive links emphasizes negative affective forms of frustration and other aversive stimuli (i.e. pain, heat) as provoking aggression.

Accordingly, blockage of goal-oriented behavior does not result in the desire of implementing aggressive behavior, if the behavior is not experienced as an unpleasant event.

1.3.4. Theories of social learning

According to the theory of social learning, negative treatment provokes a general level of emotional excitement, which might contribute to the development of different behavior. The type of developed behavior displayd 'depends on the response of the individual to the stressful situation directed towards an effective treatment' (Berkowitz, 1989, 54).

Bandura(Bandura, 1989) discusses the following three points in the theory of social learning:

1. Acquisition of aggressive behavior. 2. Regulation of aggressive behavior. 3. Provocation of aggressive behavior.

In the view of Bandura, there are two ways of learning aggressive behavior:

a) Through direct experience - this implies the reinforcement of behavior;

b) By observing aggressive behavior of others.

In Bandura's view, learning is more an adaptive process, which does not mean observing others' behavior and directly learning from that, but rather learning from the consequences of that behavior. By observing other people's behavior, a person might be expecting negative or positive evaluation on any specific behavior. Bandura claims that most of human behavior is determined by learning from the example of others. This consideration has also been proved by experiments (Bandura, 1989*). According to Bandura, the biggest influence comes from those examples of aggressive behavior, which receive approval from the society, or which stay unpunished.* After acquiring aggressive behavior, it is crucial to regulate it – this implies

preservation, strengthening and control. Regulation of aggressive behavior happens through punishment and encouragement.

Bandura lists the following factors provoking aggression:

1. Unacceptable treatment (i.e. frustration, assault);
2. Different motives (i.e. money, astonishment);
3. Instructions (i.e. orders);
4. Eccentric opinions (i.e. orders);
5. Stereotypical behavior (i.e. excitement, attention).

Among the theories of social learning we should also discuss the suggestion that a scheme of aggressive behavior is generated through the fusion of imitation, reinforcement and observation (Huesmann, 1997, 1998; Guerra, 1997).

A Schema is an organized and structured collection of specific aspects of reality. In case of aggression, individuals tend to formulate and organize interrelated factors determining the possibility of aggression or the environment which can or cannot host aggression. The schema of aggression also includes knowledge on the preferable form of aggression (Miles; Carey, 1997). Aggression of a newborn baby is absolutely impulsive. Any small frustration or refusal might provoke loud cry or unrest in the baby. With growing up, impulses of rage and aggression come under control, which is an outcome of learning. Individuals learn how to express or restrain aggression in different situations. This acquired skill plays a decisive role in the expression of aggression. Imitation is the main mechanism suggested by researchers. Aggressive behavior is adopted exactly through imitation. Children have a strong tendency to imitate others.

Vicarious learning happens in two cases: when the behavior of an adult is consolidated and when the situation allows identification with the behavioral model of the grown up.

Bandura lists three situations for vicarious learning:

1. If the model has been rewarded. 2. If the model has been set by the child of the same sex. 3. If the model is connected to the relationships crucial for the upbringing and child care, for example being a friend or a teacher of the child (Bandura, 1963).

Reinforcement. Reinforcement is the second mechanism for adopting aggressive behavior. When any behavior is rewarded, there is a tendency of frequently repeating that behavior (Geen & Pigg, 1970).

1.3.5. Biological Theories

Researchers have been working on biological and genetic factors of aggression since the 1940's. Socio-biologists claim that a group of individuals can salvage those who have common genes (meaning the relatives) and can be aggressive towards those with less common genes.

Unlike the socio-biologists, **Bimenov's opinion** is clearly biological and it talks about the differences between sexes. Relying on the outcomes of research, Bimenov offered two possible versions of biological factors affecting aggressive behavior:

1. Males are more aggressive than females; however, there are exceptions. 2. Nature of Y chromosome represents the second decisive factor (Jacobs, 1965; Barron, Richardson, 2000).

Biochemists claim that excessive secretion of testosterone among the males results in non-controllable aggression (Mayer-Bahlburg & Ehrhardt, 1982; Monty, Brown & Corrivewau, 1977; Sheard, 1979; O'Carrol & Bancraft, 1985; Barron & Richardson, 1997).

1.3.6. Other factors

Individual determinants include numerous factors. One can confer primary significance on the following three: 1. Individual traits causing aggression. 2. Disposition. 3. Gender differences (Barron & Richardson, 2000).

External determinants represent environmental and situational aspects, which enhance the possibility of aggression. These factors are: 1. Elements of natural environment. 2. Individual characteristics. 3. Factors affecting consciousness (strong excitement).

Factors related to the **physical environment** are: 1. Heat. 2. Noise. 3. Crammed space. 4. Polluted air.

Thus, we discussed several theoretical perspectives that differently explain the essence of aggression and the reasons leading to it. The theory of social learning differs from all the others. According to it, humans learn aggression just like other forms of behaviour. Several factors participate in the formation of new behaviour: direct experience, observing others' behaviour and self-realization. However, the role of genetics and biological structures are also not excluded, since these determine the form and extent of aggression. Moreover, the theory of social learning is an optimistic theory that allows the possibility of controlling or avoiding aggressive behaviour. We rely on the theory of social learning is this study since it unifies personal, environmental and social factors for explaining the development of aggressive behaviour

Chapter 2. Anxiety

Auden(reference???) called the contemporary century, the 'century of anxiety'. Freud was the first to introduce the term to psychology (Freud, 1925); today, many scholars discuss it as a form of fear (Freud, 1989).

The Russian scientist Chernikova describes anxiety as 'the fear of waiting', while Kondak (1981) calls it 'the fear of danger'. Perls sees anxiety as a split between 'present' and 'future' or 'the fear of audience' (Aleksandrovskii, 1993).

Anxiety is connected to the fear of finding positive solution for important affairs; thus, anxiety is emotionally close, but not identical to fear.

Prikhozhan (1998) defines anxiety as a solid personal formation, which is preserved for a long period. Like any complex psychological phenomenon, anxiety has a complicated structure and includes cognitive, emotional and operational aspects, with emotional components being dominant.

According to Spilberger, anxiety is a state of being, while anxiousness is a personal trait (Natadze, 1998).

Notions Related to Anxiety are Fear and Panic

Certain authors (i.e. Izard year???)) describe anxiety in the context of fear. We need to say a few words about the fear.

Fear is oriented towards a real emotional reaction, an existent danger. The directing power of fear is the signal of danger. Anxiety, on the other hand, is oriented towards the future; can be characterized by increased sensitivity and feeling of insufficient control over the given situation. At the same time, the given situation is experienced as dangerous. Both, fear and anxiety represent signals of possible danger (Barlow, 1988). Age-related and neurotical fears are being distinguished. Fears are especially characteristic of sensitive children as the expression of their psychological or personal peculiarities. The following factors are listed as instigating fear: fear of parents, anxious relationship of parents with children, ways of protecting children from danger and isolation from peers, numerous prohibitions from the parent of the same gender and total liberty from the parent of opposite gender, existence of role identification with the parent of the same gender, conflicting relationship between the parents, traumas caused by fear, imitating the fears of adults or peers.

Neurotical fear is characterized by high emotional intensity and tension, longevity and permanence, other neurotic disorders (Ovcharova, 1999).

If fear has an insignificant impact on everyday life of child and lasts only for a few weeks, it is considered to be normal (Kondrateva, 1997). The frequency and content of fear are changing with age. The number of fears diminishes with the process of growing up (Barrios & Hartmann, 1977; Gullone, 1999).

Panic is a group of physical symptoms connected to the reaction of 'struggle and flight' and appears unexpectedly in case of apparent danger or threat. Panic might not be caused by physical symptoms and can be imagined by the person (Barlow, 1988).

Anxiety does not have specific and concrete origin. It is rather an expectation of possible failure.

Anxiety Development Stages

Every emotion, including anxiety, has three levels of development: 1) Neuroendocrinal. 2). Vascular   visceral and 3) Comprehensive understanding (Lavrenteva, 1996).

Beresin (reference???) organized the stages of anxiety according to its the growing intensity:

1.   First stage has the lowest intensity. At this stage, feeling of inner tension appears; one feels tension and discomfort, which is a signal of rising anxiety.

2. Hypertension reaction appears on the second stage, which either is added to or replaces the feeling of inner tension. Neutral stimuli acquire a negative connotation.

3. Human experiences feelings of unexplainable threat or unidentifiable danger.

4. With increasing anxiety, feeling of fear emerges. Now person starts to define the unexplainable danger. Thus, the danger becomes objective.

5. Person experiences lack of endurance and intolerance towards approaching danger. The person is horrified – this feeling is not related to the content of fear, rather to the increasing anxiety.

6. In the last stage anxious excitement takes place, which is expressed through panic search (Ilyin, 2001).

Theories of Anxiety

Throughout the years theories have been developed to explain children's fear and anxiety. High levels of anxiety among parents, strict relations with children during the formation of conditional reflexes and inborn instincts have been listed as the main reasons for anxiety. Freud, J.B. Watson, Rayner and Bowlby were among the first to try to explicate fear and anxiety in children. Their theories have raised controversies, however, they still influence our present understanding of anxiety.

1. Classical psychoanalytical theory discusses anxiety and phobia as a protective mechanism in response to unconscious conflict emerged at early stages of child upbringing. Certain inner impulses, memories and feelings are so painful that they are disposed of, merged with outer objects or symbolically associated with the real source of anxiety. In this way, anxiety and fear protect children from unconscious fascinations or desires (Freud, 1997).

2. Behavioral and learning theory claims that fear and anxiety are acquired through classical forms of unconditional reflexes. These researchers believe in associational conditionality of fear and they explain persistence of phobias through operant conditionality. There is a principle, according to which a behavioral pattern is repeated through reward or consolidation. In the case of phobias, automatic tension takes the form of reward, although this state lasts only for a few seconds. In the case of negative consolidation the reaction to the object causing fear is preserved, even if this object does not exist. According to this theory, emergence and preservation of fear happens through classical and operant conditionality (J.B. Watson, Rayner, date?????).

3. Bowlby's Theory of Attachment. Bowlby(date????) has a different explanation for the sources of fear among children. According to him, biologically determined obstinacy among children depends on the attachment that is crucial for life.

Mother and child have a certain combination of reflexes that allows their mutual adaptation. The Child's adaptation process is considerably slow. Starting from the first days, the child develops its first social reactions – gaze, smile and cry. Children under six months smile not only when seeing a familiar person, but also when solving visual problems. The development of the smile, as a responsive reaction, depends on the sensitivity of the caregiver. Along with the smile, the functions of and reasons for crying also change. Bowlby distinguishes between three main causes of crying among children: hunger, cold and discomfort caused by clothing. Adults always respond to crying and smiling signals. The child develops numerous habits during the first six months, and later gets accustomed to them. Gaze, cry or smile of an infant is directed towards the surrounding people. However, the basis for the formation of these habits is the recognition of a parent or other person who that will later become the object of familiarization. In the second half of the first year child learns other ways of attracting attention (different sounds, crawling).

Children of eight months prefer to be with the mother and use her as the shelter in case of necessity. When this happens, we can certainly say that child got accustomed to mother, he/she has developed attachment towards her.

Child attachment during infancy and early childhood includes:

1) The desire to be near the parent. 2) Negative emotions, dissatisfaction when being separated from her (or caregiver). 3). Happiness caused by being reunited the meeting with the parent and   4). Being oriented towards the special person, even when he/she is not near.

Attachment is provoked by the following factors:

1) Feeding. It has been proved by experiments that feeding is one of the elements stipulating attachment;

2) Mutually agreed actions. In the case of good relations between the caregiver and the child, the adult knows the meaning of child's signals. Only a few adults can justify the expectations – do what the child is expecting.

3) Feeling of superiority. If mother is present in an unknown environment, operating stimuli become automatically familiar.

4) Playing. If a child is faced with the choice between humans and toys, he/she will always prefer to play with the humans.

In Bowlby's opinion, children direct every action towards their mother. It has been proved that from fifteen months children are adapted, attached to at least three people.

Bowlby considers that the attachment-formation process is based on two main factors: 1) Comfort provided by the object of attachment in times of distress and 2) The object of attachment as the partner for communication who that can interpret and respond to the signals of the child. The striving of an infant for closeness is based on the need of security. The reaction on being separated from with the mother changes along with the growing up process. It reaches the maximal frequency and force in the first half of the second year. Despite the given environment

and conditions every child has similar reactions on being separated from its mother during this age. After the age of two and a half years, child has different reactions to being separated from the parent, the form of this reaction derives from the normality of attachment.

According to Bowlby, children who have been separated from their mother in early childhood, who have been treated severely, or whose demands have regularly stayed unsatisfied, express atypical reactions when being separated from the mother. Insufficient attachment in early childhood is stored (internalized) and affects child's perception of other people and the outer world. Children see the outside world as unreliable, unreachable, hostile and dangerous. As a result, anxiety and patterns of evasion are developed (Bowlby, 1993).

None of the theories explains the causes of anxiety comprehensively. Intensiveness of anxiety or the situations where anxiety appears vary among the children. Unlike earlier theories, contemporary hypotheses pay special attention to biological and external factors (Zahn-Waxler et al., 2000).

Chapter 3. The concept of family and its influence on the development of aggression and anxiety

Family is a small social group that is part of the society. The nuclear family is based on husband-wife relationship and kindred relationship. That is, it is based on the relationship between those people who live together and jointly lead a household. (Соловьев, 1979).

The object of our interest is the family. Participation in the socialization process of the child is discussed as the main function of the family. The family is the first social world where the child starts to exist. The child learns to communicate with other individuals according to the example of communicating with the members of family. Knowledge and experience received in the family are used throughout the whole life. Child development implies physiological ripening as well as acquisition of age-appropriate skills and abilities, which starts already at the point of non-verbal communication. Infants go through several stages of emotional and social development in the family. The family is also the cradle of the developing relationship between the child and the mother. Emotional development starts exactly in the context of this relationship (Oeter, 2002).

The family condition implies social condition of the parents, type of work, level of their material and mental development – all these aspects shape the peculiarities of the child's lifestyle (Herbert, 1999).

Bundura (1989) considers that specific forms of child behavior and different habits stem from the methods of punishment and encouragement employed by the parents. Parent-child relationship represents a circular process and relies on reciprocity.

Parents take up different methods of upbringing. The optimal method is when the parents limit the liberty of the child, form his or her values, develop their 'inner breaks', at the same time not suppressing childish curiosity, initiative and belief in oneself.

In the best cases, neither parents nor children should take up authoritative roles in the family. Maccoby(1980) notes that along with the growing up process it is necessary to start negotiations in order to make decisions that are acceptable for both sides. School-age children, who are constantly controlled and severely punished, slowly distance themselves from their family. This, in turn, creates favorable conditions for the development of anti-social behavior in the child. Anti-social behavior is often followed by aggression. Family is considered to be one of the central explanations for aggression and anxiety in the child.

I. Interrelation of aggression and family factors

A child learns aggressive behavior from three main sources: 1. Peers (during playing), 2. Through symbols (media) and 3. Family. Family might encourage demonstration or consolidation of aggressive behaviors.

When talking about family factors, one needs to consider several important aspects. Namely: a) *Social relations.* Aggressive children are mostly raised in the families where parent and child have distanced relations; where there is a lack of interest in the problems of the child; children do not receive enough warmth, support and care; where forceful methods, and especially physical punishment, are preferred to restrained explanations (Rerry & Bussey; 1984).

b) *"Complete and non-complete'' family.* Goetting (1989) discovered that the majority of juvenile killers have been raised in „non-complete'' families. Other research (McCarthy, 1974) has shown that these juveniles were raised in the families where disregard, injustice, lack of support and warmth towards children was a standard.

c) *Parent-child relationship.* Several studies (Hanson, Henggeler, Haefel & Rodick, 1984) have confirmed the link between negative parent-child relationship and the development of aggressive behavior (Jones, Ferreira, Brown & McCarthy, 1979, Barron & Richardson, 2000).

Other studies (Steinnetz, 1977) have proved that women who lacked attention and parental support in childhood are inclined to beat their children up (Barron, Richardson, 2000).

The relationship of average aggressive mothers with their children is characterized with an average conflict. These mothers are never indifferent towards their child's behavior (Wicks-Nelson & Cisrael, 2000).

Judging by the level of aggression, an averagely aggressive father is considered to be the best. Their children usually have trustful relationships with others and high levels of openness. Averagely aggressive fathers rarely leave their children without attention (Pagelow, 1988).

Felson (1983) discovered that a child's level of aggression is also influenced by the peculiarities of sister-brother relationships, which makes the prediction of the aggression level among the juveniles possible. A positive connection has been discovered between the aggression level of children raised in the same family and the prognosis of one's own aggression. Patterson

(1984) noted that sisters and brothers of aggressive children (compared to normal children) are inclined towards counter-attack when faced with an assault.

d) *Style of family relations.* There are cases when parents unintentionally reward a child's aggressive behaviour and punish them for broadly accepted behaviour – this has a negative impact on the formation of child's behavioural model.

e) *Correlation between the severity of punishment and the level of aggression has been proved.* That is, severe forms of punishment result in high levels of aggression (Eron & Huesmann, 1984; Olweus, 1980; Trikett & Kuczynsky, 1986). If parents were severely punishing their child at the age of 8, aggression caused by the punishment will be revealed when the person is 18-30 (Eron& Huesmann, 1984). Insufficient control and supervision creates favourable conditions for the development of anti-social behaviour, which in turn facilitates aggressive behaviour (Loeber & Dishion, 1983; Patterson & Stouthmer-Loeber, 1984; Barron, Richardson, 1997).

f) *Interrelation between anxiety and family factors*

Relatively less is known about the connection between the formation of anxiety and the family. It is known that increased sensitivity is the precondition for anxiety. However, children with high sensitivity usually also have anxiety. As in the case of aggression, anxiety is also often related to the parent-child relationship style. For example, there is a greater probability that children raised with liberal relationship style (excessive care, lowered control) will have high levels of anxiety.

If the parent has chosen an authoritarian style of communication (high level of control and cold relationship), the child looses belief in oneself, becomes afraid of negative evaluation, and is often anxious about his/her capabilities. As a result, first the feeling of agitation and then anxiety is developed in the child.

A liberal style of upbringing often stipulates the formation of symbiosis with one of the parents, usually with the mother. In this case, the style of communication might be either authoritarian or democratic (parent does not dictate demands, is interested in child's opinion). Authoritarian upbringing is chosen by anxious parents who are not sure of themselves. Once they form close emotional ties with their children, they transmit their own fears to them and facilitate formation of anxiety (Лаврентьевой, 1996).

Observation of parents with 8-12 year-old children showed that these parents are much less independent compared to other people of the same age. The children themselves note more than average benevolence from the parents' side (Singueland, Kendall & Steinberg).

One of the reasons for anxiety among the children is the criticism from parents, which causes feeling of guilt. In these situations, the child is constantly afraid to display turn out guilty in front of the parent. Ungrounded anger from the parents also assists the development of fears in the child. However, the latter might become dangerous only when communicating with the

parent of the same sex. The more prohibitions mother makes on the daughter or father on the son, the more probability there is of discovering fears (Захаров, 1997).

A child who is sure of himself/herself always looks at others with doubt, which results in mistrust. Children with high anxiety avoid others, expect assault, mockery or offense. They cannot cope with playing and working.

A similar background forms two types of psychological mechanism for protection: 1) Aggression (Kondrateva, 1997) or 2) Switch to the 'unreal world of fantasies' („Снимем маску с тревоги'', Кочубей, Новикова, „Семья и школа'' (Family and School) (11); 1988).

Naturally, the behavior of the parents affects not only the children, but also the parents themselves. Thus, it is a two-sided relationship (Pyan, Barrett & Rapee).

Study of the parents of the children with anxiety disorders has shown that the existence of anxiety among parents does not necessarily stipulate the same among the children. If the parent belongs to high or middle social class, then the probability of anxiety in the children is lower compared to the children from the families with low material income (Beidel & Turner, 1997). Genetic research of the families with children with anxiety disorders has demonstrated that part of genetically determined disorders is activated during specific living conditions (i.e. frequent stress, low family income). Children who are genetically inclined towards anxiety disorders are very sensitive towards punishment (especially physical punishment), which might instigate development of aggressive or protective reactions (Golder, Lochman & Walls, 1997).

Insufficient bonding during the infancy might also cause anxiety. Eighty percent of parents of children with anxiety also had insufficient bond with their own parents during infancy (Bernsten et al., 1996)]. Insufficient bonding during infancy also becomes the reason for other types of disorders (destructive behavior); however, in some cases it does not cause any kind of disorder.

According to the study conducted by Belski in 1988, if a child spends more than 20 hours per week with other people, including close friends and neighbors, he/she develops high level of anxiety, which is stipulated by the desire to both be with the mother and to run away from her.

For an adequate emotional development of the child it is very important to have stable emotional relations with the parents. Conflicting relations between the mother and the father often result in the formation of coalition between the child and one of the parents, which in turn causes increased anxiety (Oeter, 2002).

Chapter 4: Defining the Research Question

Above we discussed the main questions of the research – emotional problems (namely aggression and anxiety) and concepts of family, as well as forms of aggression and anxiety and main theories. We also discussed opinions about possible connection between family factors and emotional problems.

As we have seen, there are a number of researchers (Bundura, Rerry, Bussey, Steinnetz, Felson, Patterson) who have found a correlation between family factors and children's emotional problems. Other important factors are the role of mother during the first months of child's life, formation of solid attachment between parent and child, family environment, style of upbringing, composition of family and forms of punishment.

The information below is an outcome and summary of the observation I conducted in one of the schools from the year 2000. Children from this school come from materially well-provided families. The school's psychologist has been involved in eight-ten child-related cases per month connected. During five years, 250 cases were observed, from these, sixteen parents wanted to meet with the psychologist on their own initiative due to the problems of the child. From these, only seven tried to solve the existing problem completely. The sixteen parents that took the initiative named the following problems: 1. Difficulties in controlling the child. 2. Aggressive behavior. 3. Attention deficit. 4. Enuresis. In all other cases, the initiative came from caregivers, teachers, grandmothers, nannies or private teachers (with the following frequency). They pointed out the following difficulties: 1. Difficulties in controlling the child.   2. Aggressive behavior. 3. Attention deficit. 4. Enuresis. 5. Encopresis. 6. Fears. 7. Introversion. 8. Difficulties in social relations. There were cases when nannies and private teachers cooperated with psychologist until the problem was solved. After studying the cases, three reasons were identified: 1. Parents were busy. 2. They carers were better acquainted with the child and his/her state than the parents. 3. Parents did not acknowledge child's problems.

During the five years of the study, seven cases of especially difficult problems were identified: probable spiritual psychical disorder – 1; general developmental impediment – 1; mental developmental impediment – 1; encopresis-enuresis – 2; hyperactivity with attention deficit – 1. Results of the observation have shown the following: 1) Cases of child negativism are frequent (both, passive and active) and 2). Ethnically Russian parents and Georgian parents who have Russian education or a few year long experience of living in Russia collaborate with the psychologist especially well.

According to the picture gained from the observation, I concluded that on the one hand, there are children with numerous emotional problems, and on the other hand, parents, who do not know their children and their condition; who are so busy that they cannot find time to come to the school.

Based on the outcome of the abovementioned research and observation we can assume that: a) There is a lack of attachment between mother and child during infancy (one of the reasons for this is little time spent with the child) and b) Weak emotional ties in the family can stipulate development of emotional problems and personal peculiarities in the child.

Thus, the working hypothesis was:

1. The less time mother spends with child, the more emotional problems the child has.

2. Weak emotional ties in the family stipulate the development of emotional problems in child;

3. Weak emotional ties in the family have a negative impact on the personality profile of child.

Based on the aim and hypothesis of the abovementioned research, the following tasks have been set out:

- Identifying peculiarities of the relationship between mothers and children from materialy well-provided families and defining the time mothers spend with children during infancy;

- Identifying forms of emotional problems among the children;

- Identifying interrelation between the time spent with child in infancy and emotional problems of the child;

- Studying children's evaluations of their families and their subjective assessment of emotional relationships in the family;

- Identifying correlation between emotional ties in the family and emotional problems of the child;

- Studying personality profile of children from materially well-provided families;

- Comparing personality profiles of children from materially well-provided families with personality profiles of children from general population;

- Interrelation between emotional relationships in the family and personal traits of materially well-provided children.

Chapter 5: Methodology

The research was held in three stages and three different research groups participated in it:

Research Groups:

I Stage

Mothers of children from lower classes, 180 mothers in total. The group belonged to materially well-provided class.

II Stage

Children of 6-12 years old from materially well-provided families, 120 children in total – 45 girls and 75 boys.

III Stage

120 Children from materially well-provided families. The research covered three age groups: eight, nine and ten year old children. Each age group was represented by 40 children.

I Research

As research material I used a screening questionnaire written by me, which was given to the respondents along with the following instructions – 'Please read and honestly answer each question'. The research material consisted of the following 10 questions:

1. How many children did you have before this child?

2. How old were you during your first pregnancy?

3. Who raised the child: up to 6 months?_____ up to 1 year? _____

      up to 2 years?_____ up to 6 years?_____ up to now?_____

4. How much time did you spend with your child during infancy?

5. How much time do you spend with him/her now?

6. What do you usually do when you spend time with your child?

7. How does your child behave when he/she is agitated/nervous?

8. What is your child's favorite play or pastime?

9. How would you characterize your child? What are his/her best traits and which traits would you like to change?

10. Which methods do you use for:

    a) punishment   b) encouragement

11. How would you evaluate your relationship with your child?

    a) Strict   b) Lenient c) Explanatory

I also marked the age, profession and working place of the respondents.

Questions 7, 8 and 9 served for understanding how well the mother knows the child.

II Research:

As research material I used Khomentauskas' method „My Family'', additional research was conducted following the projective method of Buck further elaborated by Berns – „House, Tree, Person''.

1. Projective method 'My Family'

Instructions of the test consider asking specific questions to the child during the completion of the task and observing the drawing process. After completing the task, child has to solve 6 situational problems. Situational problems and questions aim at receiving maximum information from the respondent through verbal expression, which is a significant precondition for valid interpretation.

During the task completion process I noted down: a) in which succession the details were drawn. b) pauses longer than 15 seconds. c) polishing up the details. d) emotional reactions and their connection to the content of the drawing (for objective analysis of the drawing). After having completed the task, information was received through verbal expression. If the child avoids answers, the psychologist has the right to demand explicit answers.

While asking the questions, I tried to figure out the idea of the drawing; at the same time I avoided direct questions and did not force the child to answer, since it might have caused anxiety or protective reactions. Projective questions were often productive; for example, if there was a person instead of a bird, the question would be 'who do you think he/she would be'? Who won the competition between you and your brother? Whom does the mom call most often?

After having asked the questions, I asked the child to solve 6 situational problems presented in the test instructions. Three problems were supposed to show negative disposition towards the family, other three-positive.

Interpretation of the family drawing can be divided into three parts: 1. Structural analysis of the drawing. 2. Interpretation of graphic presentation of the family members. 3. Analysis of the drawing process.

Interpretation of the test is considered to be complete when the analysis of the drawing, verbally received information and observation of the drawing process are summed up and analyzed.

For the interpretation of 'My Family' six parameters have been used, each had specific content and number of points (view Table 4).

Table 1: Parameters of the drawing of family according to the projective method ,,My Family''

Parameters	Content of parameters and corresponding points	
Family Structure	▫ Full Composition	1
	▫ Partial Composition	2
	▫ Strangers	3
	▫ Leaving out oneself	4
	▫ Only oneself	5
Positioning in space	▪ In one space	1
	▪ In different spaces	2
	▪ Alone himself/herself	3
	▪ Holding hands	4
	▪ Opposite	5
Hands	▫ Large	1
	▫ Small	2
	▫ Absent	3
	▫ Fists and broad shoulders	4
	▫ Large hands and fingers	5
Figures	▪ Large and sketchy	1
	▪ Large and finished	2
	▪ Small and finished	3
	▪ Small and sketchy	4
Mouth	▫ Large and/or teeth	1
Process of drawing	▪ Mother is drawn last and in a sketchy manner 1	
	▪ Pause during the drawing process	2
	▪ Going back to drawn figure	3
	▪ Erasing	4
	▪ Leaving out parts of the body	5

Projective method „ House, Tree, Person'' is an instrument for analyzing individuals and gives the opportunity of individual or group analysis; in our case, the abovementioned method was employed for individual analysis.

For interpretation, attention was paid to the succession of drawing. During the interpretation, attention is paid to around 300 details; which makes the process of analysis harder. In order to make the interpretation objective, I tried to maximally specify details of the drawing after it was completed. For example: does the window have glasses/curtains/shutters? In all these cases interpretation would be different.

Interpretation of the drawing ', House, Tree, Person'' also implies analysis of separate figures and its details. Several significant parameters have been used for each figure, which had different content. Afterwards, each content component of each parameter was given points. Analysis of the drawing was done in the following sequence: first the „hous'', then the „Person'' and lastly the „tree''.

Table 2: parameters for the figure of **„house''** according to the projective method „Tree, House, Human''

Parameters for the figure of 'house'	Content of the parameter and corresponding points	
House	Old	1
	Close	2
	Closed Shutters	3
	Stairs on the wall	4
Walls	Wall without foundation	1
	Foundation is emphasized	2
	Dark contours	3
	Transparent	4
	One dimensional	5
Door	Absent	1
	Open door	2
	Open doors	3
	On the side	4
	Large	5
	Small	6
	With a large lock	7
Window	First floor was drawn the last	1
	Wide open	2
	Shut	3
	Without glasses	4
Roof	Irrelevant to the drawing	1
	Light contours	2
	Dark contours	3
Chimney	Absent	1
	Almost invisible	2
	Sloping towards the roof	3
	Thin smoke	4
	Thick smoke	5
	Centered	1

Positioning the drawing	▪	Left	2
	▪	Right	3
	▪	Sunny	1
Weather	▪	Cloudy	2

Table 3:

parameters for the figure of „person'' according to the projective method ,,Tree, House, Human'.'

Parameters for the figure of 'human'	Content of the parameter and corresponding points		
Head	▪	Big	1
	▪	Small	2
Neck	▪	Accentuated	1
	▪	Thick	2
	▪	Long, thin	3
	▪	Short, thick	4
Shoulders	▪	Broad	1
	▪	Narrow	2
	▪	Angular	3
	▪	Sloping	4
Face	▪	Accentuated	1
	▪	Small ears	2
	▪	Empty eyes	3
	▪	Eyes coming out	4
	▪	Small eyes	5
	▪	Nostrils	6
	▪	Indistinct face	7
	▪	Teeth	8
Hair	▪	With strokes	1
	▪	Without strokes	2
Hands	▪	Near the body	1
	▪	Very long	2
	▪	Very short	3
	▪	Turned inside	4
	▪	Away from body	5
	▪	Strong	6
	▪	Hands – boxing gloves	7
	▪	In pockets or behind the back	8
Fingers	▪	Separated	1
	▪	Big	2
	▪	More than five	3
	▪	Less than five	4
	▪	Long	5
	▪	Fists	6
Legs	▪	Long	1
	▪	Short	2
	▪	Absent	3
	▪	Open	4
	▪	Without feet	5
	▪	Long feet	6
	▪	Short feet	7
Pose	▪	Head in profile, body in façade	1
	▪	Running figure	2
	▪	Some body parts absent	3

	▪	Figure in profile	4
Strokes	▪	Sketchy contour	1
	▪	Dark contour	2
	▪	Pushing the pencil when drawing	3
	▪	Short strokes	4
	▪	Strokes from inside to outside	5
	▪	Erasing	6
	▪	Large drawing	7
	▪	Small drawing	8

Table 4: parameters for the figure of „tree'' according to the projective method „Tree, House, Human"

Parameters for the figure of 'tree'	Content of the parameter and corresponding points		
Roots	▫	Short	1
	▫	With lines	2
	▫	Symmetric	3
Branches and skeleton	▪	Round	1
	▪	Branches facing downwards	2
	▪	Branches facing upwards	3
	▪	Branches in different directions	4
	▪	Both closed and open skeleton	5
	▪	Closed, thick skeleton	6
	▪	Thick branches	7
	▪	Palm	8
	▪	Branches – 'net'	9
Trunk	▫	With one line	1
	▫	With many lines	2
	▫	With light lines	3
	▫	Trunk touches ground	4
	▫	Branches are not connected to trunk	5
	▫	Delineated from below	6
	▫	Widens below	7
Height	▪	1/8	1
	▪	1/4	2
	▪	3/8	3
	▪	1/2	4
	▪	5/8	5
	▪	6/8	6
	▪	7/8	7
Details	▫	Ground with one line	1
	▫	Ground with several lines	2
	▫	Landscape	3
	▫	Turning the page while drawing	4
	▫	Weapon	5

III Research

As research material, I used Cettell's personality questionnaire for children with 12 factors and 120 questions. It can be used with children from lower grades aged 8-12. Quastions are clearly

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∗ **Cettell's personality questionnaire for children with 12 factors is adapted by professor Bela Arutiunov.**.

formulated so that they are understandable for 8 or 12 year old children. Each question consists of parts **a** and **b** (part **c** is added to questions scoring for intellect), which have two possible answers (in case of intellect, c is added). For example:

a). Frequently makes mistakes or b). Does not make too many mistakes

Answer sheet exactly corresponds to the template of answers. The test consist of 12 scales (A, B, C, D, E, F, G, H, I, O, Q_3, Q_4). From these, 11 scales measure personal characteristics and one measures intellectual ability. Each factor is discussed as a continuum of a certain grade - ,,primary grade''. Each grade can be either positive or negative. For example intellectual development (+), intellectual immaturity (−); however, the full evaluation scale from minimum to maximum has 10 points. Average measure is 5, 5 points. Personality questionnaire of Cettell includes the following scales: A affectothymia/schizothymia; B high intellect/low intellect; C strong ,,I''/weak ,,I''; D excited/phlegmatic; E dominance/conformity;   H Parmia/Treqsia ; Q_3 control over desires/ impulsiveness; Q_4 frustration/non-frustration.

Research results from Cettell's personality questionnaire for children raised in materially well-provided families was compared to the results from children in the general population and from the homeless children.

Khomentauskas' ,,My Family'' and Cetell's personality questionnaire were used with the same children.

Chapter 7: Research outcomes

Research data has been processed in SPSS 12. 00

Research I: Time spent by parents with their children and form of communication

- Majority (46%) of mothers involved in the research were aged between 20 and 30.
- Majority (62%) of mothers did not participate in upbringing their children. Only 20% of interviewed mothers spent the whole time with their children during infancy and only 4% during school-age (pic. 1).

Fuger1. Houers spent by mothers with children
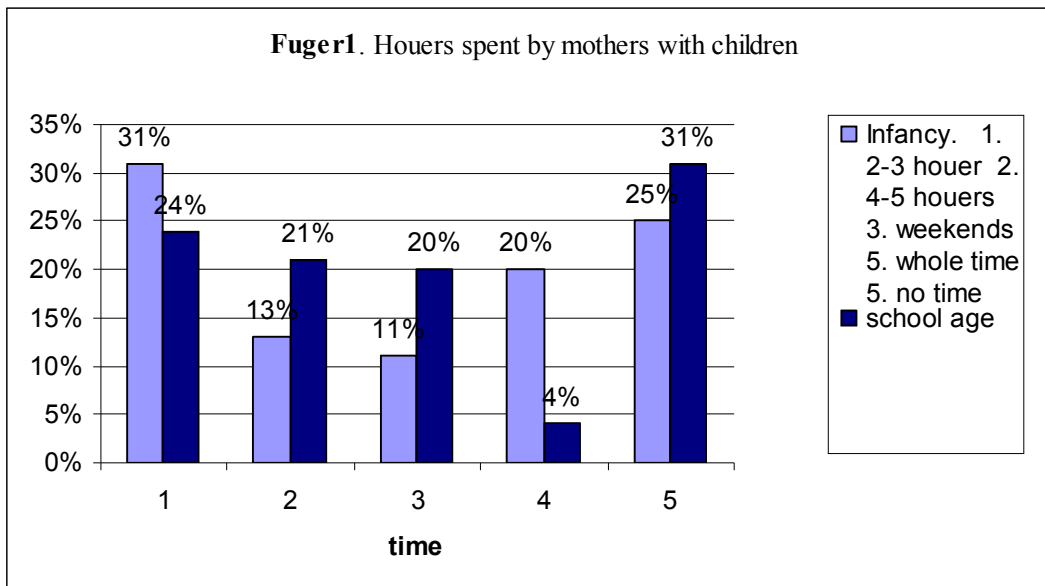
- Majority (56%) of mothers work; a smaller proportion (44%) is not involved in any professional activities.
- 76% of mothers acknowledge that their children have bad habits or difficulties that need to be overcome; 4% do not know about their children's problems.
- 37% of children are not punished, 27% - are physically punished. Every mother is rewarding her children.
- Majority (40%) of parents are tolerant when communicating with their children .
- 21% of mothers cannot name the favorite toy, game or activity of their children, while 19% do not know how their children behave when they are nervous.
- 20% of parents acknowledge having difficulties in communicating with their children (of these 8% express readiness to collaborate with the school to help the children overcome their problems; the remaining 12% place the whole responsibility on the school.
- 4% of parents acknowledge that it is possible for their children to have some type of problem, however they are not aware of them.

Research II: Family factor and emotional problems

2.1.1. The outcomes of the research conducted according to projective method „My Family" have shown that the majority of children perceive their family relations as disorganized and feel a low level of emotional ties between the family members.

Table 5: Indicators of integrated family relationships and level of emotional ties between family members according to the method 'My Family'

Interpretation		Parameters	Frequency of occurrence
	Integrated	Full Composition	45%

Family	Non-integrated	Partial Composition	46%
Emotional Ties	High level	Figures holding hands	4%
	Low level	Opposite	61%

2.1.2. According to ,,My Family'' everyone revealed 8 types of emotional problems, from which the following were especially frequent: a) aggression/tendency of aggression; b) anxiety/feeling of danger; c) feeling of helplessness (see Table 6).

Table 6: Indicators of emotional problems among children according to the method ,,My Family''

#	Interpretations		Parameters	Frequency of occurrence
1.	Dominance	▫	Large and finished figures	14%
2.	Anxiety, feeling of danger	▪	Small and finished figures	13%
		▪	Small and sketchy figures	43%
3.	Aggression/tendency of aggression	▫	Large, sketchy figures	28%
		▫	Large mouth or/and teeth	33%
		▫	Large hands and fingers	14%
		▫	Broad shoulders and fists	15%
		▫	Leaving out parts of the body	9%
4.	Does not ascribe oneself to the family; feeling of desertion and alienation	▪	Leaving out oneself	10%
		▪	Alone himself/herself	20%
		▪	Only himself/herself	2%
5.	Negative disposition towards mother	▫	Mother is drawn last in a sketchy manner	16%
6.	Conflict with any of the family members	▪	Pause during the drawing process	5%
7.	Helplessness	▫	Small hands, figure without head	23%
8.	Mother- significant figure	▪	Going back to mother's figure	4%

2.2.3. Data from additional research – projective method ,, House, Tree, Person'', confirms the outcomes of ,,My Family'', according to which the majority of children experience a lack of psychological or emotional warmth in the family. 28 types of emotional problems have been accentuated. Identified outcomes have been divided into 3 groups according to their frequency of expression: emotional problems expressed with high (see Table 7), medium (see Table 8) and low (see Table 9) frequency. Problems with reality (a), anxiety (b), aggression and feeling of inadequacy (c) were especially frequent.

Table 7: Emotional problems among children expressed with high frequency according to the projective method ,, , House,Tree, Person''

Interpretation		№	Parameters	Frequency of occurrence
Reality	Weak contact	1	Wall without foundation	51%
	Wrong evaluation	2	Stairs on the wall	1%
	Inacceptance	3	Door on the side	4%
	Tendency of isolation	4	Window/first floor were	16%

			drown the last	
	Escaping in games	5	Branches are not connected to the trunk	2%
	Escaping in dreams	6	Tree height 7/8	6%
Anxiety	Experiencing difficulties	1	Wall-foundation is emphasized	7%
	Prone to fantasize	2	Roof is irrelevant to the drawing	29%
	Related to thought and imagination	3	With strokes	43%
	Related to the need of communication	4	Head in profile, body in façade	4%
	Fear	5	Cloud	8%
	Fear	6	Sketchy contour	10%
	Fear	7	Erasing	7%
	Helplessness	8	Dark contour	19%
	Emotional dependence, discomfort	9	Small drawing	6%
Aggression	Primitive	1	Nostrils	4%
	Recluse	2	Erased fingers	2%
	Recluse	3	Hands – boxing gloves	2%
	Ambitious	4	More than five fingers	4%
	Hidden	5	Long fingers	5%
	Aggression	6	Weapon	4%
	Stubbornness	7	Pushing the pencil when drawing	16%
	Extroversion	8	Strokes from inside to outside	4%
	Not manifested	9	Closed, thick skeleton	18%
	Aggression towards oneself	10	Teeth	2%
	Roughness, heartlessness	11	Big fingers	36%
	Energetic	12	Strong hands	11%
Feeling of inadequacy	Intellectual	1	Small head	35%
	Physical	2	Short legs	3%
	General	3	Short hands	2%

Table 8: Emotional problems among children expressed with medium frequency according to method „Tree, House, Person''

Interpretation	#	Parameters	Frequency of occurrence
Helplessness	1	Drawing in the centre	25%
	2	Asymmetric strokes	11%
Tension	1	Thick smoke	2%
	2	Thick smoke	42%
	3	Hands close to body	11%
Need of security	1	Long feet	6%
	2	House in green	9%
Timidity, apprehension	1	House in black	11%
	2	Indistinct face	3%
Regression	1	Long, think neck	16%
	2	Sloping towards the roof	3%

Introversion, fear	1	No legs	12%
	2	No feet	31%
Roughness, heartlessness	1	Eyes coming out	22%
	2	No chimney	3%
Lack of psychological or emotional warmth	1	Chimney without smoke	70%
	2	Landscape	21%
Protest	1	Legs placed apart	27%

Table 9: *Emotional problems among children expressed with low frequency according to method ,,Tree Hous Human'' apprehension*

#	Interpretations	Parameters	Frequency of occurrence
1	Feeling of desertion	House is far	19%
	Desire to control situation	Transparent walls	
2	Exultance, emotional	Round skeleton	29%
3	Need of power	Branches facing upwards	13%
4	Self-establishment, search for social contacts	Branches in different directions	16%
5	Looking for objectivity	Both closed and open skeleton	12%
6	Dependence on others	Large door	16%
7	Need of intellectual control and security	Accentuated neck	8%
8	Feeling of guilt, hopelessness	Sloping shoulders	14%
9	Annoyed by others and by oneself	Accentuated face	8%
10	Need of independence	Long legs	2%
11	Insufficient reflection and control	Tree height 1/8	6%
12	Running aware from unpleasant feelings	Skeleton – 'net'	8%
13	Desire to change environment	Palm tree	2%
14	Strong bodily impulse	Broad shoulders	11%

Statistical analysis has also illustrated that:

2.2.4. There is a connection between the parameters of ,,window'' and the factor of time, meaning that children who spend all of their time with parents during infancy have a tendency towards being isolated from reality; while the children who do not spend any time with parents have the tendency towards enmity and solitude (χ^2=29,583, df=12, *p*<0,03).

2.2.5. There is a connection between the factor of time and the parameters of ,,door'' (χ^2=36,712, df=21, *p*<0,018), which means that children who spent no time with parents during infancy tend to be introverted and feel inadequate in social situations.

2.2.6. Connection between the factor of time and anxiety cannot be confirmed since the distribution of frequency between the parameters of ,,hair'' and the factor of time are the following: χ^2=11,444 , df=6, *p*<0,076.

2.2.7. Children who spend no time with their mothers tend to be aggressive, which is confirmed through the connection between the time factor and the parameters of ,,finger'' (χ^2=34,134 , df=18, *p*<0,012).

2.2.8. Children who did not spend any time with parents during infancy have a tendency towards anxiety, caution and depression; strong connection has been proved between the factor of time and the parameter of „weather'' (χ^2=16.028, df=6, p<0,014).

2.2.9. Children who spend little or no time with their parents during infancy tend to feel miserable, which is proved by strong statistical connection between the parameter of „tree trunk'' and time factor (χ^2=36.752, df=21, p<0,018).

2.2.10. Desire and feeling of harmonization with the environment, ambivalence and hesitation between moral principles are frequent among the children whose parents spend 2-5 hours per day with them; the mentioned tendency is less frequent among the children who spend all their time with mothers (χ^2=17,223, df=9, p<0,04).

2.2.11. Demand for an ideal and tendency to act according to self-formulated rules is similarly frequent among the children who spend all their time with mothers and among those who spend 2-5 hours or no time at all with their parents. This connection is proved by the existence of statistical relation between the parameters of „chimney'' and „details''(χ^2=20,598, df=12, p<0,040).

2.2.12. Children who draw a house without chimney, also omit drawing the foundation (χ^2=87,879, df=25, p=0,000). Thus, there is statistically reliable connection between the absence of psychological warmth and weak perception of reality by the child.

2.2.13. Children who experience lack of psychological warmth in their families tend to be cautious and depressive. This is proved through the existence of strong statistical connection between the parameters of „chimney'' and „weather'' (χ^2=28,293, df=10, p<0,002)..

2.2.14. Children who experience lack of psychological warmth in their families tend to feel unworthy, guilty, hopeless; this conclusion stems from the existence of strong statistical connection between the parameters of „chimney'' and „shoulders'' (from the human figure) (χ^2=33,521, df=20, p<0,030).

2.2.15. Reliable statistical relationship was proved between the parameters of „chimney'' and „fingers'' (χ^2=47,007, df=30, p<0,001). Namely, large numbers of children who do not draw chimney to a house, also draw large or more than five fingers to the human figure. Thus, children who experience lack of psychological warmth in their families, tend to have problems expressed in the form of aggression

2.2.16. No reliable statistical relationship was proved between the parameters of „chimney'' and „hair'' (χ^2=4,156, df=16, p<0,094), thus connection between the lack of emotional warmth and anxiety among the children could not be proved.

2.2.17. Existence of statistically reliable relationship was proved between the parameters of „chimney'' and „tree trunk''. More specifically, children who do not draw a chimney to a house,

also delineate the tree trunk from below (χ^2=90,545, df=40, *p*=0.000), thus children who experience lack of psychological warmth in family also feel unhappy.

2.2.18. Statistically reliable differences have been identified between aggression and gender, which is proved through the existence of statistically reliable relationship between gender and the parameters of „fingers''(χ^2=52,186, df=6, *p*,0.045).

Thus, the outcomes of the research conducted according to the projective method are the following:

1) Data received as a result of the research „My Family'':

- 61% of children participating in the research evaluate emotional relationships in their family as low; 4% consider that the level of emotional relationships in their families are high (Table 5);
- 8 types of problems were identified. According to the frequency of appearance, the first is aggression/aggressive tendency (28%, 33%, 14%); anxiety, feeling of danger (13%, 43%); feeling of alienation/desertion (10%, 20%, 2%) [Table 6];
- Connection was proved between the time spent with mothers during infancy and aggression (χ^2=34,134 , df=18, *p*<0,012). There is also connection between low level of emotional relationships in family, aggression and anxiety (χ^2=47,007, df=30, *p*<0,001);
- Children who do not spend any time with their parents during infancy tend to be aggressive (χ^2=38,542 df=24, *p*<0,003);
- Children in whose family's level of emotional relationships is low, have emotional problems expressed through aggression (χ^2=42,588, df=24, *p*<0,001);

2) Data received as a result of projective method „ House, Tree, Person'':

- 28 types of emotional problems have been identified. According to the frequency of appearance, problems related to the perception of reality are in the first place; b) aggression; c) anxiety; d) feeling of inadequacy (Table7);
- 9 types (view Table 8) of emotional problems of medium frequency and 14 types of emotional problems of low frequency have been identified;
- Children who spent all of their time with their parents during infancy tend to be isolated from the reality, while the children who did not spend any time with their parents have the tendency towards hostility and seclusion (χ^2=29,583, df=12, *p*<0,03);
- Children who did not spend any time with their parents during infancy tend to be introverted and experience inadequacy in social situations (χ^2=36,712, df=21, *p*<0,018);
- No relationship has been proved between the factor of time and anxiety (χ^2=11,444 , df=6, *p*<0,076);
- Children who do not spend any time with their mothers experience aggression (χ^2=34,134, df=18, *p*<0,012);

- Children who did not spend any time with their parents during infancy, experience anxiety, feeling of caution and depression (χ^2=16.028, df=6, p<0,014);
- Children whose parents spent very little (from 2 to 5 hours) or no time with their children during infancy, tend to feel miserable (χ^2=36.752, df=21, p<0,018);
- Children who experience lack of psychological warmth in their families, tend to be unhappy (χ^2=90,545, df=40, p=0.000);
- Demand for an ideal and desire to act according to self-formulated rules appears with the same frequency among the children who spend all their time with their parents, and among those who spend 2-5 hours or no time at all with their parents (χ^2=20,598, df=12, p<0,040).
- Children who experience lack of psychological warmth in their families, experience anxiety, feeling of caution and depression (χ^2=28,293, df=10, p<0,002);
- Statistically strong relationship has been identified between the existence of psychological warmth in the family and inadequate perception of reality (χ^2=87,879, df=25, p=0,000);
- Children who experience lack of psychological warmth in their families, also have the tendency to feel unworthy, guilty or hopeless (χ^2=33,521, df=20, p<0,030);
- Children who experience lack of psychological warmth in their families, tend to have emotional problems expressed in the form of aggression (χ^2=47,007, df=30, p<0,001);
- No connection has been proved between lack of emotional warmth in the family and anxiety among children (χ^2=4,156, df=16, p<0,094);
- Children who experience lack of psychological warmth in their families, also feel unhappy (χ^2=90,545, df=40, p=0.000);
- Difference between genders has been identified according to the level of aggression (χ^2=52,186, df=6, p,0.045).

III Research

Results of Cettell's personality analysis questionnaire were compared between the children raised in materially well-provided families and in the general population. The received results are the following. The research has demonstrated that children from high social class differ from the children from general population according to the personal profile. Differences were identified in 8 factors:

Figure 2. Personal Profiles of control group and rich children
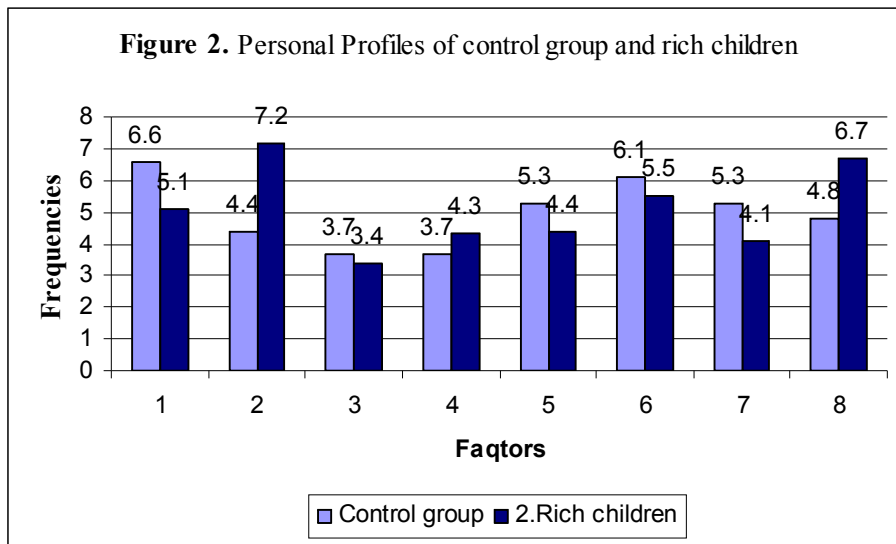
1. Factor A (affectothymia / schizothymia) (t=5,165, p=0.000)
2. Factor B (high/low intellect) (t=17,197, p=0.000)
3. Factor C (strong „I''/ weak „I'') (t=2, 137, p<0.033)
4. Factor E (dominance/conformism) (t=17,197, p=0.000)
5. Factor F (surgency/dessurgency) (t=5,165, p=0.000)
6. Factor G (high normativity/ low normativity) (t=2,996, p<0.003)
7. Factor Q3 (control of desires/ impulsiveness) (t=6,744, p=0.000)
8. Factor Q_4 (frustration/ non-frustration) (t=-8,050, p=0.000)

Comparison of the control group with materially well-provided families has not proved the existence of any kind of differences according to age and gender.

Comparison of the children raised in high social classes with the groups of homeless children has shown that personal profile of children raised in rich families differs from the personal profile of homeless children according to 4 factors:

Figer 3. Persolan profeles of rich and homele children
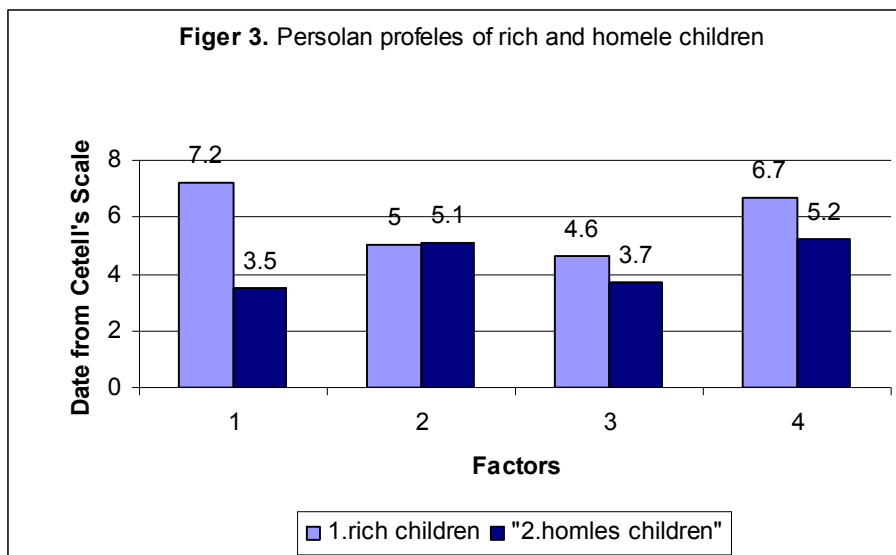
1. Factor B (high/low intellect) (t=-2,491, p<0.001)
2. Factor G (high normativity/ low normativity) (t=-3,086, p=0.000)
3. Factor O (hypothymia/ hyperthymia) (t=-2,534, p<0.002)
4. Factor Q$_4$ (frustration/non-frustration) (t=-3,614, p=0,000)

3.1.1. Comparison of the group of homeless children with the group of socially well-provided children did not prove the existence of any differences according to gender and age.

Children from high social class participating in the research were divided into two age groups: 1) aged 8-9 and 2) aged 9-10.

As a result of comparing the abovementioned age groups, the following results were received:

1) Comparison of children of 8 and 9 years old (materially well-provided children) has identified differences in the following 4 factors:

3.1.2. 8 year old children from materially well provided families differ from the 9 year old children from the same class families according to Factor A (affectothymia / schizothymia) (t=-3,079 p<0,002)

3.1.3. Statistically relevant difference has been identified on the high/low intellect scale between the children of 8 and 9 age groups (t=-10,653 p=0,002)

3.1.4. Differences have been identified in relation to Factor C (strong ,,I''/weak ,,I'' scale) (t=-10,653 p=0,002)

3.1.5. Existence of statistically reliable differences was proved on the control of desires/ impulsiveness scale (Factor Q3) among the children aged 8 and 9 from high social class (t=-5,046 p=0,000)

3.1.6. Statistically reliable difference exists between the children aged 8 and 9 from high social class on the frustration/non-frustration scale (Factor Q4) (t=-5,536 p=0,000)

2) Comparison of the children aged 9 and 10 from materially well-provided families has illustrated the following:

3.1.7. Differences were identified according to Factor A (affectothymia / schizothymia) between the children aged 9 and 10 (t=-3,079 p<0,002).

3.1.8. Children aged 9 and 10 differ according to Factor B, that is according to the intellect scale (t=--13,350 p=0,000).

3.1.9. Differences have been identified according to Factor Q3, that is according to the control of desires/impulsiveness scale (t=4,735, p=0,000) [Picture].

3.1.10. Children aged 9 and 10 differ according to the frustration/non-frustration scale, that is according to Factor Q4 (t=-5,620, p=0,000) [Picture].

Gender differences among the children raised in materially well-provided families were identified in relation to the following three factors:

3.1.11. Group of girls differs from the group of boys: according to Factor A, that is according to the affectothymia / schizothymia scale (t=3,166, p<0,002); according to Factor F, that is

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according to the surgency/dessurgency scale (t=4,123 p=0,000); according to high sensitivity/ low sensitivity scale (Factor I) (t=-6,674 p=0,000).

3.2.1.Results of Cetell's personality analysis questionnaire for the children raised in materially well-provided families were compared with the results of the projective method „My Family''. The following data was received: connection between only one F Factor and the parameter of „hands''. That is, between the dominance/conformism scale and aggression/non-aggression scale (χ^2=60,096, df=42, p<0,03).

Chapter 7: Analysis of Results

Research I

1.1.　Judging from the received outcomes, we can conclude that considerable number of mothers from materially well-provided families are not professionally occupied, majority of them do not dedicate enough time to communicating with their children. Considerable number of the interviewed parents has not spent any time with their children during infancy, considerable number of parents cannot spend any time with their children during their school-age. There is only a very small number of mothers who spend all of their time with their children starting from infancy to the school age;

1.2.　A large number of parents never plan the time dedicated to their children – half of the mothers define spending time with their children as helping them with their homework, part of them take their children out with their friends to fast food places. These activities do not include emotional contact between the child and the parent. In case of studying, the goal is to prepare homework; going with mother's friends and their children will most probably provide experience of communicating with other children but not the opportunity to actively communicate with mother. Only very few parents manage to do different activities with their children (tell interesting stories, talk about different topics, read books, help with homework, draw, play or have fun). Accordingly, most of the parents do not really know their children and are not aware of their problems;

1.3.　Considerable number of parents are lenient towards their children, fewer parents use explanatory and strict communication style at the same time. Absolute majority of parents often reward their children. The most common form of punishment for ¼ of children is beating, followed by yelling or forbidding certain things. Considerable number of children are not punished in any way, even when they deserve it. Judging from the received results, we can assume that children from well-provided families are not correctly punished or awarded.

Research II. Family Factor and Emotional Problems

2.1.　Most of the children perceive their family relations as unregulated, which stems from low level of emotional ties between family members; 8 types of emotional problems were

identified, from which the following three are especially frequent: a) aggression/aggression tendency; b) anxiety/feeling of anxiety; c) feeling of helplessness. Data from additional research proved these outcomes. According to the additional research majority of children experience lack of psychological and emotional warmth in their families. Additionally, 28 types of emotional problems were identified, from which the following are the most frequent: a) problems with reality; b) anxiety; c) aggression and feeling of inadequacy.

2.2. Children whose parents spent very little or no time with them during infancy tend to be aggressive. Children who spent weekends with their parents tend to be dominant and have high indicators of aggression tendency, and children who spent all of their time with their mothers were not identified as aggressive. Thus, there is a connection between time and aggression/aggression tendency; however, relationship between time intervals and this kind of emotional problem is vague.

2.3. Children who rarely or never communicate with their parents, and children who experience lack of psychological warmth in their families tend to be anxious, cautious and depressive. However they do not have problems caused by anxiety. Anxiety was not identified among the children raised in materially well provided families caused as a result of little time spent with parents.

2.4. Children who experience lack of psychological warmth in their families are usually a) aggressive 2) have strong feeling of control c) have a feeling of protest . Low level of emotional relationship and lack of psychological warmth turned out to be related to the tendencies of anxiety, caution and depression (like the time factor), but not to anxiety. Slightly higher indicators of anxiety were identified among the children who experience lack of psychological warmth, however the differences did not turn out to be statistically reliable.

2.5. Problems related to reality were identified among different groups of children: children who spend most of their time with their parents tend to isolate from the reality, while the children who spend weekends with their parents are highly irritated by reality. On the other hand, children who experience lack of psychological warmth in their families tend to have a weak contact with reality. We can conclude that the abovementioned problem is characteristic to children who spend all of their time with parents and to children who do not spend any time with parents, with minor differences.

2.6. Children whose parents cannot find any time to communicate with them, tend to be introverted, have difficulties in social contacts and have a feeling of inadequacy; while the children who spend all of their time with their mothers are usually dependent on others, the same dependence is characteristic to children who spend a little time with parents. Thus, time factor is not relevant in relation to the dependence on others. Feeling

of unhappiness and search for support on the one hand and search for reliable positions on the other hand is characteristic to children whose mothers do not communicate with them at all, or the time spent with children is very little. High indicators of unhappiness are also characteristic to those children to whom average time was dedicated (weekends). However, indicators of reliable position are comparably lower in this case. According to the same evidence children who did not spend all the time with parents, tend to be sensitive.

2.7. Almost every group defined according to time similarly experience need of ideal, tendency to act according to personal rules, fluctuation between feelings, ambivalence and moral principles. However, the mentioned tendency is more frequent among children who spent little time with parents (from 2 to 5 hours), and less frequent among those who spend all of their time with mothers.

Research III. Family Factor and Personal Characteristics.

3.1. Unlike the general population, children from high social class are less sociable and are especially emotional and affective, they are not interested in the lives of other people, prefer to spend all their time with books and try to work alone. They are comparably weak in work and less dynamic(pic.2) .

3.2. Children raised in materially well-provided families have higher level of intellect compared to children from middle or low classes(pic.2).

3.3. Children from high social class love power and leadership, they take pleasure in giving directions, have a tendency of independence and self-establishment, they act energetically and boldly, live according to their own rules, ignore authorities. They make aggressive demands to be independent, they take pleasure in accepting challenges and in being superior to others(pic.2).

3.4. Research has shown that children raised in rich families constantly experience lack of energy, often feel helpless and not protected, do not have the power to tackle difficulties of life. They might have ungrounded fears, insomnia, they do not have the ability to control emotions and to express them in socially acceptable form, which is revealed in behavior as capriciousness and irresponsibility. Children from general population are more comfortable and worry less about their future (pic.2).

3.5. Children from rich families take everyday matters very seriously. Unlike the children from general population, they are inclined towards complicating even the simplest matters, always worry about the future, are afraid of unhappiness and being unsuccessful. They meticulously plan their steps, pay less attention to social norms and do not force themselves to follow them, they can easily violate given moral norms if those are against their interests (they will lie, will behave dishonestly) [pic.2].

3.6.   Compared to children from general population, children from rich families tend to have weak self-control, cannot direct their energy towards one goal and correctly organize their time; they cannot do one activity for a long time. Children from high social class participating in the research reveal an expressed form of anxious neurosis. This kind of people are in the phase of constant excitement. They find it hard to calm down, feel devastated. This kind of people tend to be emotionally unstable and negatively disposed towards criticism (pic.2).

3.7.   Compared to homeless children, children raised in materially well-provided families have higher intellect, are more balanced, reserved and control themselves even in problematic situations. Compared to rich children, homeless children are more joyful and can easily overcome failures in life, they do not worry about others' evaluation and usually do not tend to have fears, they are also less anxious. Rich children experience failures more painfully compared to their homeless peers (pic.3).

3.8.   Rich children are low-spirited, can easily cry, they find it hard to deal with failures in life, they are not sure of themselves, they feel sad or uncomfortable among the society, are inclined towards having fears. Homeless children can cope with failures more easily and they are sure of themselves. They do not care about others' evaluation and are not inclined towards having fears (pic.3) .

3.9.   Rich children are more inclined to have an expressed form of anxious neurosis. They are in the phase of constant excitement, they find it hard to calm down and feel devastated. They have negative disposition towards criticism. Compared to their rich peers homeless children are less anxious and nervous. They calmly accept failures and success accordingly (pic.3).

3.10.   Homeless children have a simple approach to different matters, they care less about what will happen in the future. They believe that they will be lucky, they are witty and prioritize changes(pic.3).

3.11.   Children aged 8 strive towards more formal communication, they are not interested in the lives of others, try to work alone and are worse in their work compared to the children aged 9. Children aged 8 experience phase of constant excitement more often, they find it hard to calm down and to stay immobile, they are emotionally more fluctuant and negatively perceive criticism.

3.12.   Compared to children aged 9, 8-year-old children have lower intellect, they are anxious and have short attention span. They poorly control themselves and their emotions compared to 9-year-old children.

3.13.   Compared to 10-year-old children, 9-year-old children establish more formal relations, are more precise; however, they lack independence. Their intellect is lower compared to

children aged 10, but the difference is not as big as between the children of 8 and 9 years old.

3.14. Compared to 10-year-old children, 9-year-old children care more about their social image, they realize the demands of the society and try to bring what they have started to an end. At the same time, they are less emotionally fluctuant and are negatively disposed towards criticism.

3.15. Girls differ with lightness, creativity, they have rich imagination, good taste, rely on their own intuition when acting. They do not like rough people. Care for their own health and excessive need of love are typical for them. They are optimists, have lighter character, their approach to life is simpler, they believe in luck and care less about future. They are smart, like to go to parties, and prioritize changes and traveling.

3.16. Children raised in families with aggressive relations develop into dominant adolescents. This kind of people love power, enjoy giving orders, teaching or criticizing others. They ignore authority.

Chapter 8: Conclusions

Relying on the outcome of the research, we can conclude that:

Research

I. Communication time and style between mothers and children:

1.4. Mothers from high social classes do not spend enough time with their children. Moreover, significant part of the parents could not find any time to communicate with their children even during infancy. At the same time, most of these parents are not professionally occupied.

1.5. Significant part of parents wrongly plans their time, since their relationship consists of only specific activities. Namely, preparing lessons, going with mother's friends to fast food places or visiting mother's friends. Mothers do not know their children, do not know their interests and desires, cannot notice their problems and refuse to take any responsibility for solving those problems.

1.6. Most of the parents are lenient towards children. The most widespread form of punishment is beating. Around one third of children are not punished; however, majority of them receive rewards for their actions.

II. Family factor and emotional problems

2.1. Children raised in materially well-provided families experience disorganized family relations; their relationship with members of their family is evaluated as low. They experience lack of emotional and psychological warmth in the family. Given this background, large specter of emotional and psychological problems can be observed; the following are the most frequent: a) Reality-related problems; b) Anxiety, feeling of

danger; c) Aggression/tendency of aggression; d) Feeling of inadequacy; e) Feeling of helplessness.

2.2. a) Aggression or tendency of aggression can be recognized among the children from materially well-provided families, who do not receive enough attention from their parents. b) Aggression is characteristic to those children who experience lack of psychological or emotional warmth in their families.

2.3. Children who spend little or no time with their parents during infancy often have aggression or tendency of aggression. The same group of children experience anxiety, tendency of caution and depression; however, no emotional problems expressed with anxiety. Thus, anxiety among children from materially well-provided families is not related to little time spent with parents.

2.4. Aggression is characteristic to children who experience lack of psychological warmth. Low level of emotional ties in the family and lack of psychological warmth turned out to be related to the tendency of anxiety, caution and depression (like the factor of time); however, connection between the family factor and anxiety could not be proved within the limits of our research.

2.5. Problems related to the acceptance of reality can be noticed in every child in spite of the time they spent with their parents.

2.6. Children who spend very little (2-5 hours), average (weekends) or no time at all with their parents, experience feeling of despair, search of support and security. Children who spend a lot of time with their parents do not experience any of these emotional problems. Accordingly, connection between time factor and feeling of despair among children can be proved. However, findings of the research cannot identify how much the problem decreases when communication time is increased.

2.7. Almost all groups categorized by time experience need of ideal, tendency of acting according to one's own rules; hesitation between emotions, ambivalence and moral principles. However, this tendency is less frequent among children who spend the whole time with their parents.

2.8. Children who did not spend any time with their mothers experienced introversion, difficulties with social relations, feeling of inadequacy. Those who spent the whole time with their mothers did not experience the tendency of dependence.

III. Family factor and personal characteristics

3.1. Children from higher social classes are less sociable, prefer to be alone and like to work, they are not affective, they like to be dominant, enjoy power and giving orders; they often ignore authorities; at the same time, experience feelings of helplessness and weakness, can have groundless fears.

3.2. Children from high social classes have low self-control, cannot use their energy purposefully or correctly organize their time; they are always worried about future, are afraid of failure or misfortune; they are inclined to complicate even the simplest events; they find it hard to calm down, they feel miserable. Emotional misbalance and negative disposition towards criticism is often characteristic to these individuals, they have whims and high intellect.

3.3. Children from high social classes are frustrated, tend to be dominant unlike their homeless peers. At the same time, they have higher intellect than homeless children do.

3.4. Connection between family factor and personal characteristics cannot be identifie

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