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SPECIFICITY OF CHILDREN'S SOCIALIZATION IN COMPLETE AND PARENT FAMILIES

ABSTRACT

The article describes the specifics of the socialization process of children in complete and incomplete families. The research is based on the use of various methods: parental surveys and psychological tests. The main goal was to determine the level of anxiety in children and their individual characteristics influencing the socialization process.

The study showed that children from incomplete families are characterized by a higher level of anxiety than children from complete families. During the study of personality traits of children according to R. Kettell's questionnaire, it was found that most children living in incomplete families and for various reasons raised by one parent show significant differences in some traits and behaviour, which may result from the fact that they have an incomplete picture of the family environment, unlike children from complete families. Such traits as emotional stability, normative behaviour and self-control are not characteristic of this category of children.

The projective technique "My Family" made it possible to assess the specifics of relations between children and members of complete and incomplete families. Analysis of the research results showed that children with behavioural disorders more often appear in the drawings of children who have experienced a divorce of their parents than children in harmonious interpersonal interaction with their parents. The questionnaire "Analysis of family relations" (Eidemiller, Yustyckis) allowed to diagnose dysfunctions in the system of mutual influence of family members on each other and to detect errors in the parenting style chosen by the parents. Analysis of the answers of complete and incomplete families surveyed using this method and their comparison with the description of parenting styles allows to state that in incomplete families the features of excessively dominant care, excessive protection and excessive indulgence, emotional alienation prevail. Parents who raise their children separately or alone most often choose an "indulgent" parenting style.

Keywords: children, single-parent family, complete family, socialization, family upbringing style

JEL Classification: D83, H83, I23, I28

INTRODUCTION

Socialization of children is a process that determines the future life trajectory of an individual and shapes their values and attitude to the surrounding world. However, the process of socialization is not universal and the same for everyone. Socialization includes a significant influence of the family context in which the child grows up. The article examines the specifics of the socialization of children in complete and single-parent families, revealing significant differences and the impact of these differences on personality development.

Through the prism of this research, we can better understand how the family context shapes an individual and affects their social adaptation. Psychologists (I. Beh, N. Dembytska, V. Moskalenko, S. Rozum), social psychologists (I. Martyniuk, L. Muzychko, L. Orban-Lembryk), social pedagogues (O. Bezpalko, G. Laktionova, I. Zvereva, A. Kap-ska, A. Mudryk). G. Avdiyants, T. Glukhova, S. Holod, Z. Kisarchuk, O. Klyapets, V. Kravets, V. Semichenko and others devoted their works to emphasizing the role of the

family in upbringing and socialization and agree that the proper implementation of the appropriate functions by the family is possible only if the parents are aware of themselves as subjects of these processes.

Many international colleagues investigated the subject of scientific research from different angles. In particular, some scientists indicate that children who are raised by single parents have many problems compared to children who live in a full-fledged family [1], and some scientists point out the role of single parents in meeting the socio-economic needs of their families, paying special attention to the well-being of parents and children [2, p. 131–150], the study of the conditions and consequences of role adoption in single-parent families is also interesting, i.e. the importance of role adoption for the interaction of parents and children is discussed [3, p. 267–288]. In addition, a group of researchers tend to argue that, nevertheless, with the increase in the number of single-parent families, more and more attention is being paid to the issue of structural changes in single-parent families, and instead, the increase in the number of divorces in recent decades challenges the traditional image of the family, etc. [4, p. 376–395; 5, p. 140–146; 6; 7; 8, p. 1821–1846]. However, there are also scientists who point to the importance of protecting the rights of children and the process of their socialization because domestic violence and divorce are becoming more and more common and leave psychological traumas, so there is a clear relationship between the structure of the family and offences [9, p. 864–891; 10, p. 3790–3794; 11, p. 138–144; 12; 13, p. 955–963; 14]. Also interesting in this regard are the opinions of Western scientists that a healthy and favourable traditional family environment is necessary for a child's development, including psychological and emotional health [15; 16; 17, p. 579–597; 18, 45–53].

The aim of the article is to present the problem of the role of the family in the process of socialization and to describe the main psychological characteristics of school-age children from single-parent and single-parent families.

LITERATURE REVIEW

Family socialization is realized primarily in specific types of interactions, with certain behavioural characteristics of family members. The type of relationship prevailing in the family determines the organization of contacts between its members, and the degree of openness or closure of the family system. Its functioning is regulated by family rules, traditions, and behavioural patterns that determine the nature of relationships between family members. The entire set of these factors creates an atmosphere characteristic only of a specific type of family, which influences the formation of the child's personality [19, p. 166–174].

The basis of the family is the formation and development of the inherited properties and characteristics of the child, as well as instilling in him those character traits that are important for the child at the stage of his maturation and which the social environment expects of him. On the one hand, in the family, positive hereditary traits of the individual can be deliberately developed, and negative ones inhibited, but on the other hand, everything can be the other way around [20, p. 83–86].

A family in which all types of relationships occur is called complete. In most cases, such families are characterized by harmony, and creating relationships with others, as well as attitudes towards oneself, means mutual generosity, kindness, respect and requirements. All this ensures a favourable educational climate in the family. The complete structure of the family and the existence of active harmonious relationships in it provide the child with emotionally comfortable conditions for socialization. In such a family, the child does not experience mental discomfort and neuropsychological tension [21, p. 196–201].

The existence of single-parent families is mainly caused by the death of one of the spouses, the breakdown of marriage or the birth of a child outside of marriage. In this regard, the following types of single-parent families are distinguished:

1. Orphaned (formed as a result of the death of a husband or wife).
2. Extramarital (single mother).
3. Divorced, in which the parents for some reason did not want or could not live together.

A single-parent family has quite specific living conditions and differs from other types in the conditions of upbringing and socialization. Educational opportunities in such a family are limited: control and supervision of children become difficult, the absence of one of the parents deprives children of the opportunity to get acquainted with various options for family relationships and causes a one-sided nature of psychological development [22, p. 213–216]. This is due to the lack of patterns of adult sexual behaviour that could be imitated in the future. A boy raised by his mother is often deprived of the necessary masculine traits: firmness of character, discipline, independence, and determination. For a girl, communication

with her father helps to shape the image of a man. If there is no father in the family, then the image of a man turns out to be distorted, which leads to the simplification of personal relationships with men [23, p. 95–101].

AIMS AND OBJECTIVES

In order to understand the process of a child's socialization in the family, it is necessary to first determine his or her place in the family, emotional and behavioural individual characteristics that are an important condition for the process of personality formation, and to examine the child's level of anxiety.

METHODS

In order to study and describe the characteristics of socialization of school-age children in complete and incomplete families, the following methods were used:

1. A survey for parents to determine anxiety "Take a step towards a meeting - get to know your child better".
2. R. Kettel's multifactorial personality questionnaire (version for children).
3. The projective technique "My family".
4. The questionnaire "Analysis of family relations" (according to E. Eidemiller, V. Yustykis).

The study was conducted among 20 families (10 complete families and 10 incomplete families) and their children. The age of the surveyed parents ranges from 30 to 47 years, children - from 7 to 13 years. The number of participants in the study was 63 people.

RESULTS

At first glance, it may seem incomprehensible how these methods can accurately track the course of the socialization process, but here it is worth emphasizing that for the successful socialization of a child in a family, the child's personality traits are important, they determine the level of development of the individual, after all, they are an indicator by which it is determined how the child enters society. Analyzing and summarizing the responses of parents filling out the survey "Take a step to the meeting - get to know your child better" aimed at determining the level of anxiety of a child from single-parent and full families, the following results were obtained:

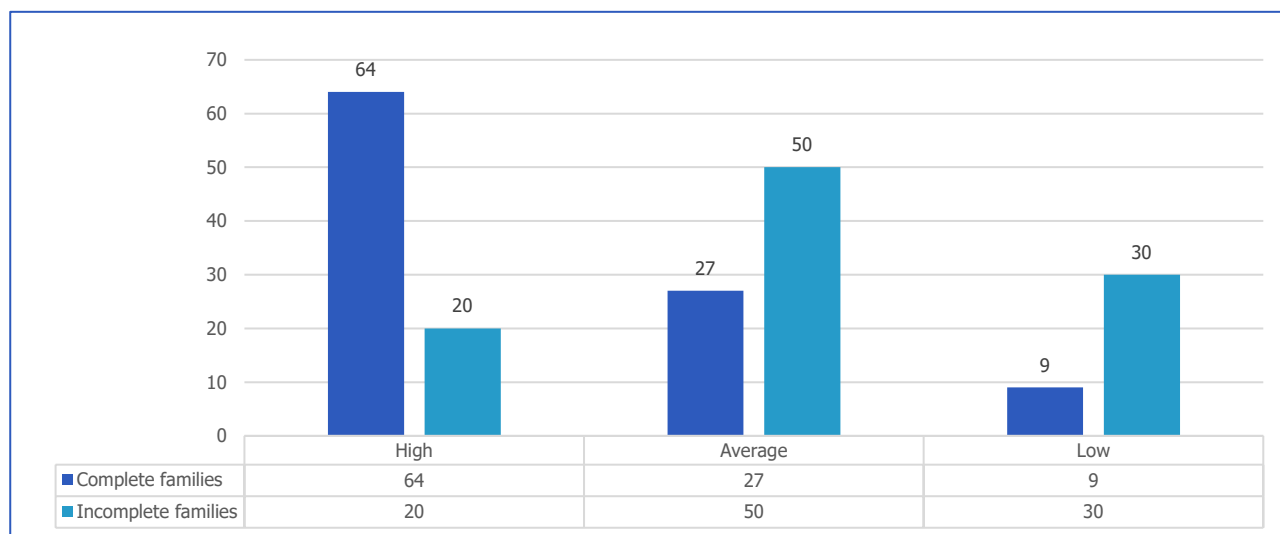


Figure 1. The anxiety level of children from complete and single-parent families (%).

The diagnosis shows that in the total number of children from single-parent families, high anxiety levels are observed in 63.6%, average in 27.3%, and low in only 9.1%. In turn, among complete families, high anxiety levels were found in 20%, average in 30%, and low in 50%.

A survey to determine the level of anxiety of children in the family showed that in the case of children from single-parent families, the risk of high anxiety is twice as high compared to children raised in complete families (63.6% and 20%, respectively). Children whose parents live together are three times more likely to have low anxiety than children raised by one parent.

In children from single-parent families who have high anxiety levels, a feeling of anxiety and anticipation of danger appears. They are very sensitive to their failures, react to them sharply, and are indecisive in making decisions. They are characterized by low self-esteem, which manifests itself in doubt, shyness, and passivity, i.e. these children are most afraid of being rejected by their own parents. Such children rarely take the initiative in communication, have little contact with other children, find it difficult to adapt to new conditions, and feel discomfort in unfamiliar surroundings. Children with a high level of anxiety have a poor understanding of interpersonal relationships and have little idea of what a complete family is.

The average level of anxiety was shown by 27.3% of the respondents, which indicates that anxiety states predominate in these children only during some activities, they are sensitive to failures, but more decisive in making decisions. They rarely take the initiative in communication; it is difficult for them to establish contact. They are characterized by low self-esteem, which manifests itself in shyness. If necessary, they turn to their parents for help, but are somewhat uncertain and try to avoid misunderstandings.

A low level of anxiety, unusual, as the study shows, in children from single-parent families, occurred in every tenth child (9.1%). Fear appears in them only in really dangerous situations that may pose a threat. Children with this level of fear have adequate self-esteem and are confident in themselves and their abilities. In communication with adults, they try to take the initiative, and actively cooperate with others. They react appropriately to their failures and are ready to work on correcting them. They easily adapt to new conditions and feel comfortable both in the company of friends and unknown people. In the study of personality traits of children according to R. Kettel's questionnaire, the main attention was paid to factor "C" - (emotional instability - emotional stability), factor "G" - (low normativity of behaviour - high normativity of behaviour), and factor "Q3" - (low self-control - high self-control). Analysis of the results did not show significant differences in all groups of factors between children from complete and incomplete families.

The analysis of the tests shows that 80% of the surveyed children from complete families showed a high level of emotional stability. Characterizing this indicator, it can be stated that people characterized by emotional stability are calm, moderately active, responsible, self-confident, and have good control over their emotional state. Such children are perfectly aware of the demands of reality, are not afraid of difficult situations and are able to selectively react to external influences. The remaining 20% of respondents had the opposite results, i.e. emotional instability occurred. It can be argued here that they have not yet fully developed the ability to differentiate their emotions depending on problem situations, which is why they are unstable in their behaviour. A low indicator of this factor is characterized by anxiety, irritability, lack of self-confidence, submissiveness, impulsiveness and excessive sensitivity, which disrupt control over internal balance. As for the "G" factor (low normativity of behaviour - high normativity of behaviour), 70% have a high indicator of this factor.

High normative behaviours indicate that children from complete families are characterized by such personality traits as responsibility, conscientiousness, perseverance, accuracy, determination, discipline, and organization. A well-developed sense of duty, and conscious adherence to moral norms, principles and standards of conduct not only in the family circle but also in society. The remaining 30% of children showed a low level of normative behaviour, that is, they still have not internalized the rules of conduct that they should follow in various life situations. When describing these children, it is worth noting that they are not constant, frivolous, irresponsible, disorganized, or lazy, but these children do not control their own emotions well, are critical in relationships with others, and conflict in relationships with parents is a frequent phenomenon for them. The last factor "Q3" - (low self-control - high self-control) showed that 60% of children from complete families showed high rates of this factor.

They can therefore be characterized as people who are characterized by self-control of their own emotions and behaviours, understand social norms well and try to follow them. The remaining 40% of children are characterized by a low index of this factor and are characterized by the fact that they do not listen to their own wishes and cannot control their emotional state. They do not understand social norms, do not listen to the opinions of others and are too quarrelsome.

By adding up all the obtained indicators and calculating the average value of the above factors, we can obtain the distribution of results of the surveyed children from complete families according to the Kettel method: Factor "C": high level - 80% of children; low level - 20%; Factor "G": high level - 70%; low level - 30%; Factor "Q3": high level - 60%; low level - 40%.

Summing up the data of all people who showed high and low indicators, we can see that the high level is characterized by 70% of children; low level in 30% of children from complete families of different school ages.

From single-parent families, only 27.3% of the total number of respondents were characterized by a high level of emotional stability. In the remaining children, 72.7% have a low level according to the "C" indicator - emotional instability, which in turn gives grounds to believe that these people grow up to be emotionally unstable, with poorly developed features such as self-acceptance or control over their own behaviour, which is why they are often tense, withdrawn, restless, i.e. children are constantly under the influence of their own emotions, which in turn negatively affects their psyche.

As for the "G" factor (low normativity of behaviour - high normativity of behaviour), here 36.4% showed a high level of normativity of behaviour. Low normativity of behaviour is characterized by 63.6% of surveyed children from single-parent families, who can be described as those who do not listen to their own emotions, thus not trying to comply with the norms, standards and rules of social conduct.

The "Q3" factor - (low self-control - high self-control) showed that 45.5% of children from single-parent families have high rates of self-regulation of their emotions, desires, thoughts and behaviours. The remaining 54.5% of the respondents are characterized by low self-control, which prevents them from properly understanding social norms of behaviour and trying to reproduce them in real-time.

To sum up all the obtained indicators according to the average value of the above factors, we can obtain the distribution of the examined children from single-parent families according to the Kettel method: Factor "C": high level - 27.3%; low level - 72.7%; Factor "G": high level - 36.4%; low level - 63.6%; Factor "Q3": high level - 45.5%; low level - 54.5%.

Summarizing separately all respondents who showed high and low indicators, we can see that the high level is characterized by 36.4% of children; low level - observed in 63.6% of children from single-parent families.

Analyzing the data of the results obtained using the multifactor questionnaire by R. Kettel (version for children), it was found that 70% of the surveyed children raised in full families are characterized by a high indicator of stability, normativity and self-control of their own emotions in various stressful situations, respectively all the remaining 30%, low level of manifestation of personal traits. These data differ significantly from those obtained from the surveyed children from single-parent families, as only 36% showed a high level of manifestation of personal traits, while as many as 64% of candidates showed a low level.

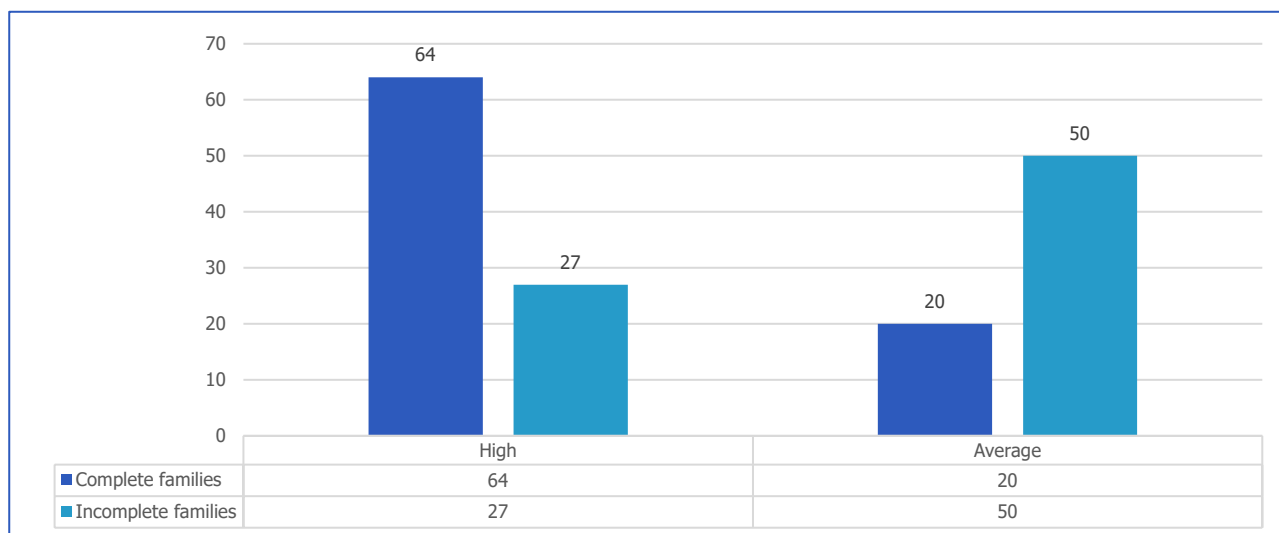


Figure 2. The result of comparing the socialization levels of children from complete and incomplete families according to R. Cattell's method.

It can therefore be assumed that most children living in single-parent families and raised by one parent for various reasons are characterized by significant differences in their own characteristics, which may be influenced by the fact that these children have an incomplete picture of the perception of a normal family environment, in contrast to children from complete families. Therefore, such features as emotional stability, normative behaviour and self-control are not characteristic of this category of children.

The projective technique "My Family" made it possible to assess the specificity of relations between children and members of complete and single-parent families. Processing the study results showed that of all the interpreted drawings of children from single-parent families, most of them depicted negative emotional attitudes and unfavourable family conditions, in contrast to children raised in a family with a complete structure and drawing a complete picture of family life.

Of course, among these children, there are also those who demonstrate family dysfunction, but there are fewer of them. It is important that in almost every drawing, children raised by only one parent drew their father's/mother's hands that were too large, which may indicate an authoritarian upbringing style or even the use of force. Ultimately, the results of the study showed that only 18.2% of the surveyed children raised in single-parent families gave their family image a positive connotation, the remaining 81.8% of children expressed their own problems related to their family situation in the image.

Of the total number of surveyed children from single-parent families, 70% have positive emotional contact with family members, and 30% of respondents showed anxious and conflictual relationships with family members (Figure 3).

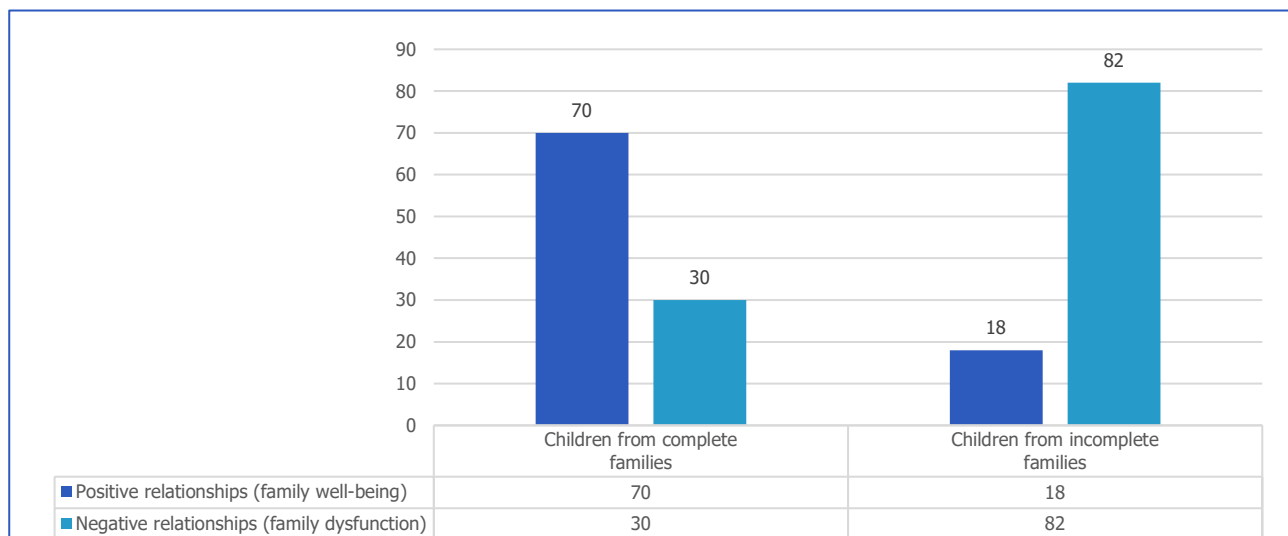


Figure 3. Specificity of children's relationships with family members from complete and incomplete families (%).

Individual details found in the drawings of children from single-parent families indicate that many of them experience an increased level of anxiety, as evidenced by emotionally and unevenly drawn lines, hatching of the figure of a family member, the presence of strong line pressure, exaggerated attention to detail and clear traces of abrasion (Table 1).

Table 1. Signs of anxiety in children from single-parent families. (Source: according to the projective method "My family")

Indexes	Number of children in percentage terms
Hatching	36.4%
Lines with strong pressure	54.5%
Attention to detail	72.7%
Abrasion	18.2%

The children's constant fear and anxiety are reflected in shaded pencil images of their parents. This indicates that the children's relationships with their parents are not very close - because their location is quite far from each other. Also, 9.1% of the children from the total number of respondents did not want to draw a family picture at the beginning, so this case should be considered one in which the child feels a negative attitude towards himself and high emotional tension from other family members. The "conflict" indicator, manifested by the absence of a family member in the drawing, the selection of individual characters, the absence of body parts in some characters, etc., indicates frequent conflict situations in children's relationships with families (45.5%).

In the analysis of the image, it is worth paying attention to how the child's relationship with close family members is shown, because it reflects the child's idea of his place in the family, as well as the child's family environment in which he presents his "self". Comparing the drawings of children from single-parent and single-parent families, no significant differences were found: in both cases, the children depicted themselves at approximately the same size as the other family members. I only noticed some differences in the order in which children drew themselves, as children from intact families more often drew themselves first (both girls and boys), and less often last, which is the opposite in the case of children raised in incomplete families. Children from incomplete families had drawings in which the children did not depict themselves (18.2%), which can be explained by the fact that they feel alienated, unnecessary, and inferior in their family

Therefore, the analysis of the respondents' answers using this method and their comparison with the description of the types of upbringing allows us to state that in single-parent families, "dominant overprotection" (40%), "dominant overprotection" (30%), "indulgent overprotection" (20%) and "emotional alienation is an inherent element" (10%) dominate. The analysis of the results showed that among parents who, for various reasons, raise their children independently or independently due to incompleteness, most often choose an "indulgent" style of parenting (45.5%). This indicator can be justified by the fact that parents, feeling guilty towards the child that it is growing up without one of the parents, try to satisfy all its needs and desires as much as possible. Their children experience loneliness, the uselessness of their own parents, fears, low self-esteem, and increased excitability. All these personality traits can negatively affect the formation of an individual, thus hindering the process of socialization.

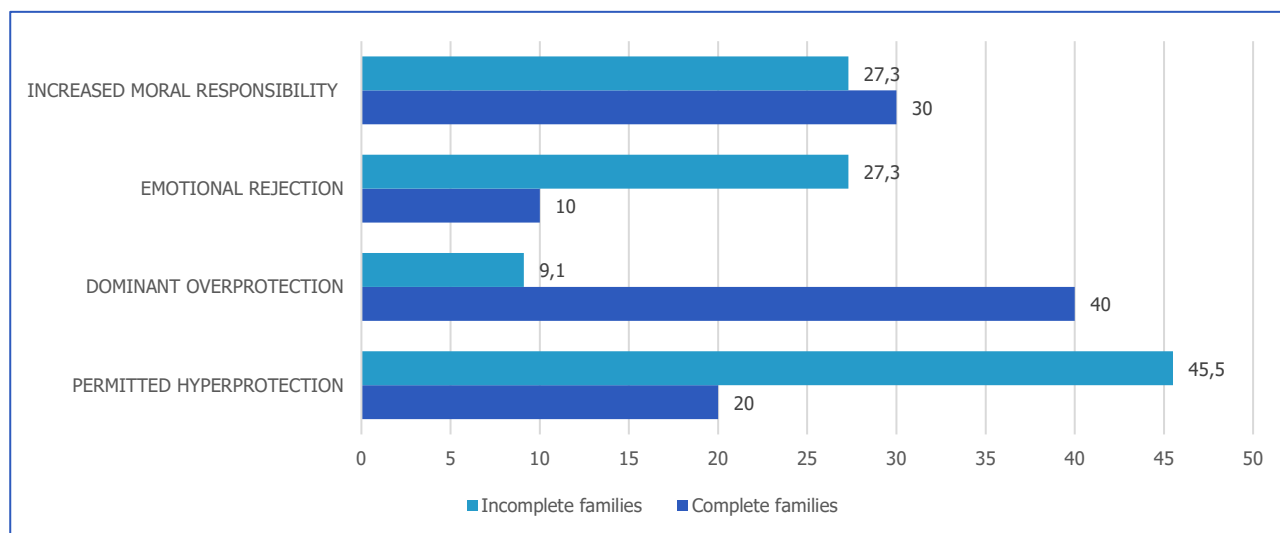


Figure 4. Comparison of the influence of parenting style on the socialization characteristics of children from complete and incomplete families (%).

DISCUSSION

It is still a debatable issue that children perceive the world through the eyes of their family and the adults who educate them, so the wrongly chosen type of education by parents, which does not correspond to the age and personal characteristics of their own children, can destroy their self-esteem, which negatively affects their future in general. That is why it is necessary to conduct a lot of research in the future in order to prove that the family environment has a significant impact on the development of a child's personality. Our scientific study differs from other studies in this direction precisely because for us, the family forms certain behaviour patterns in the child, helps to establish social relations, and is a source of trust. Children always want to feel that they are indispensable members of the family because this creates a solid foundation for their social development.

CONCLUSIONS

Family composition can have a significant impact on children's development and socialization. Of particular importance is the impact of parental divorce on children's mental health and behaviour. Studies show that children who have experienced or are experiencing family breakdown may have a number of specific characteristics compared to children from intact families. The first thing to note is increased aggression. Children from single-parent families are more likely to exhibit aggressive behaviour, which may be a consequence of the stress they experience due to the family breakdown. They may be more restless and excitable, as a turbulent home environment can affect their mental stability.

They are also emotionally sensitive and unstable. This can affect their ability to adapt to new situations and interact with others. Of course, each case is unique, and the impact of parental divorce on a child can vary. Some children successfully adapt to their new environment, while others may need additional support and help to cope with the stress of divorce.

ADDITIONAL INFORMATION

AUTHOR CONTRIBUTIONS

All authors have contributed equally.

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CONFLICT OF INTEREST

The Authors declare that there is no conflict of interest.

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СПЕЦИФІКА СОЦІАЛІЗАЦІЇ ДІТЕЙ У ПОВНИХ ТА НЕПОВНИХ СІМ'ЯХ

У статті описано специфіку процесу соціалізації дітей у повних і неповних сім'ях. Дослідження обґрунтоване використанням різних методик, включаючи анкетування батьків і психологічні тести. Основним призначенням було визначення рівня тривожності дітей та їхніх індивідуальних особливостей, що впливають на процес соціалізації.

Анкетування показало, що діти з неповних сімей мають високий рівень тривожності, на відміну від дітей із повних сімей. Під час дослідження особистісних рис дітей за опитувальником Р. Кеттела було виявлено, що більша частина дітей, які проживають у неповній родині та з різних на те причин виховуються одним із батьків, мають значні відмінності у виявленні власних рис, і на це може впливати той факт, що ці діти мають неповну картину сприйняття звичного сімейного оточення на відміну від дітей із повних родин. Тому такі риси як емоційна стійкість, нормативність поведінки та самоконтроль не властиві цій категорії дітей.

Проективна методика «Моя сім'я» дала змогу оцінити особливості стосунків між дітьми та іншими членами повних і неповних сімей. Аналіз результатів дослідження показав, що в малюнках дітей, які пережили розлучення батьків, частіше трапляються проблемні діти з порушеннями поведінки, ніж діти, яких виховують у гармонійній міжособистісній взаємодії батьків одне з одним.

Опитувальник «Аналіз сімейних взаємин» (Ейдемільер, Юстиціс) дав змогу діагностувати дисфункції в системі взаємного впливу членів сім'ї одне на одного та пошук помилок у вибраному батьками стилі виховання. Аналіз відповідей опитаних за цією методикою та їх зіставлення з описом типів виховання дають змогу твердити, що в повних родинах переважають «домінуюча гіперпротекція», «потураюча гіперпротекція» й «емоційне відчуження». Найпоширенішим серед батьків, які з тих чи інших причин виховують своїх дітей нарізно або ж самостійно через неповний склад сім'ї, є «потураючий» стиль виховання.

Ключові слова: діти, неповна сім'я, повна сім'я, соціалізація, стиль сімейного виховання

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