Family Structure and Behavior Disorders in Students in Primary Education in Macedonia

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Abstract

What should the family represent? In an ideal variant, it is a place where people act generously to each other or where the interests of the family are put before the interests of others. But, nowadays family is undergoing a crisis and that is why it is not seen as a "holly" place for growing up, but as a "necessary reality". The family is a primary spontaneous school, but it doesn't act in an organized and intentional manner: we do not planit, we do not build it purposely, in the same way that we cannot plan our children – they are mostly born and they live in an emotional relation between the husband and the wife. There are opinions that the condition in the family is to be blamed for all the disturbances in the behavior of children and young people (this refers to incomplete, dysfunctional, and broken families and the conclusion is made that parents are to blame for everything). This kind of approach means that the whole development of a person is put in the frames of the *theoretically ideal family which can rarely be metin practice.* It cannot be emphasized or repeated enough: love is the most important moment! Not as a sentiment, as infatuation and tenderness – but as a clear and strong inner decision, a word given for a total mutual trust, with which every kind of bad action, animosity, and distance will be uprooted. Resulting from this and starting from the attitude that family is a rather closed unit, we have decided to investigate the situation in the Republic of Macedonia. Our objective is to examine the family structural characteristics and their impact on students in primary school. The research was carried out in the course of 2012/2013 school year.

Keywords: Family, parents, children, behavior disorders.

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1. Theoretical approach to the problem

1.1 Terminological determinations of the term family

There is no unique definition of the term family in any science that deals with the study of the family or in any interdisciplinary science and scientific disciplines whose subject of study is family. (Pedagogy - family pedagogy, sociology, philosophy, psychology ...) But the fact is that family, above all, is a community.

In both various professional literature and everyday life, when talking about blood relatives and communities, i.e. groups arising from blood kinship, we meet with two terms: family and kinsfolk. It should therefore be made clear that these terms are not synonymous, although both derived from blood kinship.

In somewhat older literature the term kinsfolk is mentioned as a synonym for the term family. But the term kinsfolk means *a wider group of people related by blood kinship.*Kinsfolk include several generations of people: grandmothers, mothers, children, and grandchildren, which means that it contains all the relatives, unlike family which is regularly two-generational: parents and children [1].

In developmental stages of society various thinkers who have studied the family as a social group had different views of it and they made attempts to define it.Family is so old that even the philosophers and thinkers such as Aristotle believed that it is the proto-cell of the overall social organization, and others, on the other hand, connected its existence with the emergence of class society, standing on the viewpoint that all previous "family" forms are a sort of "pre-family" being. Somewhat laterthe Swiss pedagogue J.H. Pestalozzi[2]stressed that the fundamentals of upbringing were established in the family and that what a child got in the family could not be replaced by anything else.All further human knowledge and virtues are the extension of the knowledge and skills that a child receives in the family. Makarenko[3], however, considered parents' behavior to be the most important for the upbringing of a child, i.e. "*your own behavior is the most decisive factor.*Do not think you are raising/educating a child only when talking with, teach, or orderhim/her. You are doing that in every moment of your life, even when you are not at home. The way you dress, how you talk with people about other people, how you rejoice or grieve, laugh, read the paper -all that has great significance for the child".

Numerous attempts to define the term family during a long past period and to lay the framework for determining it have not resulted in a unified view so far. According to the *traditional sociological approach*the family is at the same time an independent unit and a social institution, but this approach does not answer the questions about the future of the family in society.ThusMurdock[4] defines family as a social group characterized by collective life, economic cooperation and reproduction. It includes adult persons of both sexes, at least two of whom maintain a socially accepted sexual relationship, plus one or more children (their own or adopted) belonging to the persons who sexually co-habit.D`Antonio and Lindsey [5]agreewith the determination of this term, primarily thinking that family is composed of two or more persons living together over a longer period of time and share one or more of the following:work (at home), sex, care and feeding of children, intellectual, spiritual and recreational activities, i.e. two individuals who share a common history, who love each other, who live much of their life together and share professional interests, economic needs, political views or sexual preferences.

Haralambos has aslightly different approach and he defines this basic social unit as "... a community of people who live together, pool resources and produce progeny" [6].It means that family is a dynamic group of related individuals who are interacting, but also with a broader social environment.

Vukasovic [7]mentions family as "the lowest social station, a fundamental institution for the life of every society" that is based on "persons living together who are blood relatives, most often parents and children," which is marked by "an intimate atmosphere and emotional connection".Maleš [8] defines family in a similar manner, mentioning living together and economic cooperation of family members as a characteristic of a family. On the other hand, in pedagogical sciencesa community without progeny cannot be considered as a family, but as a marital community; *a family is solely a community comprised of partners with their progeny*. Pedagogues argue that in its essence family is not an intentional pedagogical institution, but a community (functional area of learning) and as such it should provide the satisfaction of basic human needs: safety, recognition and trust.Achild experiences the family as an open social and emotional model of human life that ushers him/her in the social and cultural norms, and characterized by a relative stability and continued solidarity [9].But this definition of family also means highlighting its weaknesses: high emotional demands among members, hope to find consolation for failures; the experiences acquired in the family are not sufficient for survival outside the home; great emotional and social bond with family members.

In postmodern society partners need not be tied by marriage (in certain societies common-law marriages are recognized in the same manner as marriages) and their descendants do not have to be biological (adoptive descendants, adopted children).Marriage partners need not be of opposite sex, we are witnessing an increasing number of homosexual marriages. Great is the number of single-parent families - due to divorce, death of one of the partners or a decision to raise a childindependently.

However, sociologists and pedagogues agree that family is the foundation of society, a universal social institution without which society could not function, that is, it is the primary social community that is subject to a process of metamorphosis in line with socio-cultural growth and change:"Until the 60s of the 20th century sociologists rarely questioned the importance of family and the advantages of family life."Most sociologists started from the assumptions that family life evolves and that the family is gradually changing, aiming to more effectively meet the needs of society as a whole and of each family member individually[6].

1.2 *Manners of defining family in today's society*

In the free post-modern society family is defined according to the needs of those who voluntarily consider themselves a family.Blood and marital ties offer a way of psychological connection and mutual satisfaction of needs as a basis for forming a family, as well as insurance for the long-term survival of it.A family is a community that members enter voluntarily, for their personal satisfaction, fulfillment and self-actualization.

The social definition of family is rapidly expanding and has so far come to include single parents, racially mixed couples, mixed families, unrelated individuals living together, and homosexual couples, among others. Unfortunately, the family development policy is developing slowly so that it can be in tune with the changes and new trends in contemporary lifestyles [10].

Institutionalists define family as a "traditional" biological and procreative structure, highlighting the biological connection between family members. It involves constant presence of the biological mother and father and their

biological children.

Interactionists, however, define family on the basis of the voluntary assumption of the role of behavior in family connection, which means that family needs people who would play the role of mother, father and children.An example of such a family would be a few children who are orphans, living without an adult member, andwhere the role of the mother is taken by the eldest sister.

Psychoanalysts are focusing on the developmental level of the individual and his/herneeds, while social psychologists focus on the need of the person to belong and achieve. Both approaches are similar addressing the individual's sense of belonging or alienation, which is important for defining the term. Thus abuse or incest break psychological ties in the family and it breaks up.

Developmental psychologists focus on the physical growth and maturity of an individual, as well as on chronological age. For example, developmental psychologists will not accept a 12 year-old girl who gave birth to a child as a mother, primarily because she is not physically mature, i.e. her chronological age does not allow it; on the other hand, anthropologists and institutionalists would define such a couple as family based on biological kinship.

A lot of research has led to the conclusion that most respondents assumed that the word family, as commonly used, meant "a spouse and children"or "a relative in the household ". Thus family,as defined in economics, sociology and psychology, is usually a combination of terms household and family...An exception to this standard definition is found in clinical psychology, where family includes parents, brothers, sisters and children[11, 12]. Anthropologists say that family is defined by the cultural-biological and marital-related relations, as well as patterns of reciprocal obligations between them [13]. Each culture defines biological and marital kinship differently, at the same time determining the obligations that relatives have towards each other. In some cultures kinship is defined by the father's biological line; in others by the mother's; while in most modern societies kinship is based on the combination of the father's and mother's biological line. In the European and American culture, for example, there is a clear distinction between brothers and sisters and cousins, but in some early African societies there are no separate terms for determining the level of kinship. The rules for kinship and marital family relations are practically unlimited.

Stronger societies have needs that must be met; in order to meet those needs, society creates a subset of peoplestructured to help meet them. The family is one of these structures. And, as needs of large societies grow,so the definition of the term family changes.When a society is in need of rapid population growth (after a war, for example), the social definition of family emphasizes heterosexual relations and procreation;but when a strong society is faced with overpopulation and needs to limit the number of population, the definition of family is modified: it can support gay relationships or childless pairs.

Economists define family as a production and consumption unit. In history, even slaves, servants and helpers in the household were considered family members, primarily because they lived under the same roof, ate together and participated in family activities.

And finally, the most acceptable is the definition given by Stack [14]who argues that family is the smallest, organized, durable network of relatives and non-relatives who are in daily interaction, meeting the daily needs of children and ensuring their survival".His way of defining is the most acceptable in today's ultra-developed post-modern, free society because family is an open, voluntary relationship based on mutual cooperation and mutual benefit that members receive from other family members.It functions to meet the needs of progeny,

conceived in the same family or in some other, and to support and raise children.

We agree with the fact that family is an educational environment and that its structural characteristics influence the occurrence of behavior disorders of children and youngsters.

2. Characteristics of the traditional and challenges of the modern family

Nowadays the influence of family on upbringing children is more and more discussed which often leads to exaggeration by some individuals. There are views that the situation in the family is responsible for all behavior disorders in children and young people. This usually refers to incomplete, dysfunctional, destroyed families and leads to the conclusion that parents are to blame for everything.It is true that children developmentand behavior depend on the family, but this certainly does not necessarily mean that a healthy family will raise healthy children with the best behavior, in the same manner as it does not mean thata most unhealthy family environment will produce children with behavior disorders. This approach means that the overall development of personality is put into the framework of a theoretically ideal family, whichis rarely metin practice, and the positive action of the community is forgotten. It must be noted that the behavior of a person depends on various factors: one side is the result of hereditary-constitutional-psychological characteristics of the individual, and, on the other side, under the influence of closer and wider environment as well as the activity of the person itself, which suggests that external and internal factors do not act in isolation.

2.1. Development of the family community – from patriarchal to ultramodern family

When discussing family as a historical- social phenomenon, it is quite evident that its existence is determined by the totality of the social development.

The development of the family was not simple because at some point in the history of family relationships human evolution becomes fully expressed, but at the same time the morality of old social formations is still in force, as is still the case today.

Namely, men always associated in groups whose common cause was concern for posterity. Extended family is the final stage in the family development in the original community of unlimited sexual freedom, and Mladenovic [15] termed it as "phase of promiscuity or hetaerism and introduction to civilization".At this stage the disappearance of collective ownership of a large family and the increasing importance of ownership of individual families gradually happened. Members of a family started to live separately from the extended family, in their own household consisting of two or three generations of posterity. This was still not the kind family existing nowadays.

The family is a variable social community as old as humankind. It has changed and adjustedtocurrent social changes. The strongly specified and homogeneous structure of the patriarchal family conditioned its hierarchical structure. This system of family hierarchy is based on two biological criteria: gender and age. The man was superior over the woman, even when he was younger than her. The authority of the oldest family member was irrevocable[16]. He did not have to work but stood behind every activity. His power was reflected in his participation in choosing a spouse for his children.

The emergence of private property in the capitalist society is an introduction to the patriarchal family community whose hallmark is the articulated power of the "pater familias", i.e. thehusband has the family

members at his disposal as well as the rest of the "property." The patriarchal family today exists in many societies as a traditional type of family with all its specific features. Its fundamental features are classorder, private property, rurality, and the powerof the man – the father, formal monogamy and double morality [15].

Much later, in the 17th century, T. Hobbes argued that the only visible "natural" family relationship is that between mother and child to which she gave birth, because paternity can be established only on the basis of the statement of the mother [17]. Hobbesian analysis implies that family relations with legal implications are customary and that they arise from social practices and laws on marriage and raising children.It also implies that family relationships are social creations that attribute meaning and significance to heterosexual relationships and raising children, often through marriage. Marriage arises from the recognition of decisions of individual men and women or their families by the state. The place of a child in the family tree is never simply natural.

Due to industrial development family began to lose the functions that it had earlier and it started to change. It no longer produces, but consumes. Its structure is changing, family cohesion is weakening and individualism of each member is increasing. New relationships lead to empowerment of women and children which in turn causes a change in roles and a change in the way of raising children.

With industrialization and technological progress a new type of family appears with a new understanding of the parental role and the upbringing of children. It puts emphasis on the equality between men and women[18]. The number of members is reduced to its minimum, communication is poorer and economic security depends on parental earnings, the means of life are bought readymade, housework is done by machines, and the enforcement of a profession requires intellectual education and mental concentration. Thanks to mass media, families are more and more informed, but, as noted by Jurak [18], this does not solve problems, but brings numerous frustrations, difficulties, loneliness, non-acceptance, loss of authority and especially parents'absence from family home and the child's life (because of working overtime, divorce and escape from parental obligations ...)

Despite the democratization of the family, patriarchal features are still present in much of the world, even among us: under the influence of religion, family upbringing and heritage... But with developmental changes and the tendency toward democratic-humanistic relations the modern family gets some new features. An urban, unified family represents a small, exclusively two-generation group consisting of parents with their offspring - children. The foundation of the family is the institution of marriage (which is a democratic community of people based on equal relationships between family members) and whose purpose is meeting the emotional, sexual and reproductive needs.

In general, however, it can be said that until the emergence of the capitalist society, the family was socially responsible for the upbringing of children. But,very soon economic and social conditions for important changes in family relationships were created.Therelationship between man and woman and between parents and children changeand consequently this changes the role of the family in the upbringing of children. Thus developing countries are facing social problems that bring problems in upbringing, and also in the behavior of new generations.

Some postmodernists emphasize the thesis that there has been a fundamental breakbetween the modern and the postmodern family. They believe that no type of family should be established as a norm compared to another type of family. While modern society may be said to be characterized by a central, dominant type of family, the situation today is very different. Today it is no longer possible to offer one theory of the family, because different types of families require different explanations [6].

Indeed, enormous temptations and dangers are looming the modern family, especially in the aspect of children's exposure to negative influences. The effort must be continuous and focused on the two parallel rails on which the train of education is travelling, otherwise it will derail and a disaster will happen. Tradition, in one of its characteristics, is the same everywhere and it affirms some common human values. However, we should learn more about the concrete affirmation of the values typical of our cultural milieu, because thus we will familiarize children with the principal values of their social environment.

2.2. Conditions in the family today

According to the Webster's New World College Dictionary (1997) the definition of the traditional family says: "These are all the people who live in a home, in a household." Unlike previous years, the family today does not have to consist of two parents and their biological children - a father who goes to work and a mother who stays home to raise children. In fact, it is highly unusual for this type of family to survive in today's ultra-modern society [19].

The traditional family, as a firm synapse that mainly maintains the economic dependency of the members is falling apart, and the decisions about marriage and divorce are made easier and faster. It is trivial to comment on what reflection that act has on theclimate in the family, especially on the roles that children can take in such circumstances.

Children today can be raised by single parents, grandparents, aunts, uncles, heterosexual couples who are not married, or homosexual couples [20]. There are children who grew up with relatives or in care homes. Children of divorced parents may have a different lifestyle: living with one parent part of the week or month, and they live the other part with the other parent; and there are secondary school students who are married or liveseparated from their parents.

As a continuation of this comes the conclusion made by Petrovska [21]: *the family is no longer a static unitthat evenly and permanently affects the life world of children with the structure of its own interaction.* Rather, it is treated as a group in constant development.

People usually think that family ties were created by nature: *the dominant cultural image of the modern family in the world is a heterosexual couple with offspring.*As an answer to this, academicians dealing with nontraditional families claim that this defines families too narrowly, excluding extended and de facto families and imposing the core family of two married heterosexual partners and their offspring, although in fact there should be greater respect for diversity.Children who find themselves amid family battles often become the center of fighting between adults in families. And regardless of the fact whether the child's family is a heterosexual married couple or a single parent family,family autonomy should not become an excuse for neglecting the needs and rights of children.

In many families today, the whole upbringing is based on prohibitions. Thus the child learns what not to do and how not to behave. Parents rarely use the opposite way: by building on positive traits and habits to throttle negative ones, above all, because the latter method requires a systematic approach and effort of both parents. This unstructured upbringing may in individual cases prevent serious consequences, but it does not create conditions for building a complete person.

Children who are immersed in a culture that is defined by advertising, entertainment media and pressure from peers are often dominated by influences which they neither understand nor oppose. Faced with such challenges

and in order to have whatever real prospects of formative power of annulment, at this time parents may need to take a firmer stance against that culture. Actions of parents that in certain circumstances may be considered despotic, in others may be necessary or at least justified.

For children parents should be highly moral persons who respect established norms, so that they could set moral requirements with their authority. The mistakes that are made in the manner the education is conducted, despite the desire and persistence of the parent to form a correct person, often lead to undesirable consequences. *Is the number of families where education is based on corporal punishment really small?* The use of corporal punishment fits the old educational principles: the use of force to get them to obey and lead them to submission. But today it is a totally wrong approach, because with this methodthe childis formed into a person opposite from what was intended. The child responds to the dictatorship of parents in the same manner, first in the home, and then outside it, in its social environment.

3. Behavioral disorders in children - a reaction to family atmosphere

The family is exactly the place where the dependents are provided with necessary care; it is a good social technology for raising dependents. Children need close contact with people who focus their attention on meeting the needs that the dependents themselves cannot meet and cannot even express, and with which they will develop love relationships that are necessary for this level of availability. But the family in which there is only one adult is seriously threatened when there is no one to help the guardian financially, emotionally or socially. Moreover, even families having two adults need a wider community, if not for financial aid, at least for guidance, emotional support and relief, especially when the family is in a precarious emotional situation but not belonging to a larger kinship group.

3.1. Positive emotional climate – love and understanding

The family has an important role in shaping a personality. Family relations are especially important and the position the child has in the family. Through social learning in the family, the child acquires its first habits and developsprimary personality traits. Modern psychologists agree with the opinion that conditions in the family have the greatest impact in early childhood. Psychoanalysts consider that "*The child is the father of man*", noting that early childhood decides what kind of a personality the adult will have.For proper development of the child it is necessary that it feels safe, to feel that parents love and care for him/her. Insufficient care for the child and the missing of love for him/her are basic reasons for the occurrence of socially undesirable traits such as aggressiveness and hostility towards the environment. A favorable atmosphere in the family, parental loveand moderate severity on the part of parents are the most important factors affecting the formation of positive qualities in the child [22].Such children develop into independent, confident and balanced individuals. The main reason for the occurrence of negative traits in an individual is defective upbringing of the child and lack of love for him/her. Parents are the main agent of socialization of the child. They are the first model the child supports, with which it identifies. Through them socially accepted beliefs and desirable characteristics and expected behaviorare transmitted onto the child.

In adolescence young people manifest a desire for autonomy and independence. If the parents refuse or hinder this, the children may manifest disturbed behavior expressed in increased aggression or closing into himself/herself.

The most important moment in the relationship between a parent and a child is showing care and love for the child. Without available love a child cannot have a sense of safety, security, and this feeling is the most important social human need. The stability and maturity of a person largely depend on the family atmosphere. The child's behavior becomes a function of the family atmosphere the child feels in the process of its socialization.

The literature emphasizes that an inadequate family, i.e., inadequate primary socialization of the individual in it is one of the main factors of maladjusted behavior. Insufficient care for the child and lack of love for itare the primary reasons for aggressive and maladjusted behavior.

Neither can it be emphasizedenough, nor often enough repeated: love is the most important moment! Not as a sentiment and an emotion, asbeing in love and tenderness - but as a clear, strong internal decision, a word given fortotal mutual trust, with whichevery bad act, animosity, distancewill be cut in the root.

If there is a lack of emotional support and insufficient or improper care for the child at the earliest age, the chances of behavior disturbanceat the time of starting school are very high. *Children who grow up in family environments with poorer emotional experience show disturbance in love andself-respect and they show distrust and aggression toward others* [23]. Many parents underperform in the process of socialization and upbringing of children, forgetting to encourage and promote their positive features, and healthy families take the right steps to provide love and emotional support, healthy environment, safety, care and concern for future generations.

The traditional vision of family life according to Baloyannis [24] involves *deep love, compassion and understanding among members and is thus based on morality, spirituality, psychological stability, solidarity, mutual respect and kindness*. The positive emotional atmosphere in the family means an internal harmony and respect for the dignity of other members and is essential for psychological growth and maturity in children. Harmonious interactive relationship between parents and high spiritual and moral values are the first and foremost model of behavior by which children learn. Inconsistent family environment, in which selfishness, irony, contradiction and mutual resentmentprevail leads to psychological distress, despair and disappointment.

Experiencing genuine and properly directed love from parents, the child starts to respond in the same manner and gradually learns to love. Only natural and reasonable love acts positively on child development. Excessive love can lead to the development of negative traits such as being spoilt, egoism, envy, etc. However, lack of parental love also seems harmful. If these needs are not met within the family children begin to feel resentment, first towards parents, and then towards the whole social environment. These children find pleasure in distorting forms of behavior. They are undisciplined in school and often shun it. Due to strained relations in the family, they believe that oppression and attacking other children are part of normal interpersonal relationships. During punishment these children are often indifferent because they do not realize the severity of punishment, but are also insensitive.

Behind the lack of parental love some more different motives are hidden. Love is not expressed in a natural way but its manifestations are artificial. Such parents often struggle to create a connection with the child not choosing means in this struggle, which provides pleasure for them but impedes the process of their children

becoming independent [25]. Consequently, with such parents, children also become emotionally immature and unstable personalities.

Serene family atmosphere as a result of harmonious family relationships is a decisive educational tool and the preparation of young people for social life. It involves joint work at home with other family members, trips, vacations, collaboration with school and social environment and involvement of children in various social organizations that will contribute to forming awareness and moral qualities. *Children are not raised only with words but with actions that are consistent with speech and thoughts.* If parents in a home are sufficiently polite, dignified, consistent in their manners, disciplined, empathic, honest and kind, then all these positive attributes will be followed by their children. To avoid the adoption of negative forms of behavior it is necessary to apply recognition, approval, and praise for the children'sactions.

In healthy family systems members openly admit their problems, discuss them and actively seek appropriate solutions and help others. Children are free to express their desires and needs. They are allowed to express the anger they carry inside themselves, but in an appropriate and acceptable manner. They are able to establish a network of intimate relationships and friendships in which they can experience love and belonging. The children have the capacity to accept their own mistakes and learn from them, laugh and have fun; they are led towards progressby their inner strength and hope.

3.2. Dysfunctional family

The caring that our social community gives to our youth is undeniably great, but that care was at a very low level in both recent and distant past of our peoples and this heritage strongly prevents rapid resolution of youth problems.

The family is the basic factor of the integral development and proper upbringing of the child. But this does not refer to any family. A family in which there is discord and physical fights and where the atmosphere is closed and at a low moral level has opposite effects on children. It can be overwhelmingso that they become destructive personalities.

A dysfunctional family is the one in which conflicts, inappropriate behavior and abuseoccur frequently by individual family members, so that other members of the family at home are forced to adapt to such actions [26]. Children who grow up in such families sometimes think that this is quite normal. The reasons for the dysfunction of a family are addiction to alcohol, drugs or other substances of some family member; presence of certain mental illnesses, emotional instability, etc.

Many psychological studies show that behavioral disorders in children are due to inadequate living environment, i.e. family in which they live.

It is necessary for a child to acquire a sense of security and self-confidenceas early as in its infancy, and children who grow up in dysfunctional families are deprived of this and feel insecure;thus a premature desire for independence appears in them, they become aggressive towards the environment and with time their behavior turns into anti-social. Therefore[27] behavioral disorders in children should be understood as a reaction to the environment in which they live and it is necessary to examine the child, but above all, family relationships and social conditions. Most educationally neglected children come from families in which mutual relations are disturbed and therefore these families are understood asbroken, i.e., dysfunctional.

From the structuralist perspectivea dysfunctional family system exists when there are problems in the hierarchy of power, setting boundaries and alignment of all elements in the structure and in the process of adaptation to the environment [28]. When the mechanisms of adaptation are overloaded, the family system cannot successfully cope with everyday stress and cannot adequately monitor the growth and development of individual members [29]. Such damage to the family structure have a harmful effecton children who need to rely on family that provides support and guidance for survival and healthy development.

3.2.1. Dysfunction in the hierarchy of power

Dysfunctional hierarchyoccurs when parents fail to fulfill the responsibility of leaders in the family [30].The reasons for the failure of parents in taking over the managerial role in the family are numerous: substance abuse (drugs and alcohol), mental disorders (impaired mental health), marital disagreements, problems associated with work and lack of parenting skills. Whatever the reason, improper parental leadership causes aggression in children, especially if they are neglected, abused or have witnessed aggressive relationship between their parents, so that later they incorporate this in their behavior in interaction with other people.

3.2.2. Absence of care, neglect

The children of irresponsible parents often deny that they need to feel safe. Without consistent parental guidance in their daily tasks children probably experience frequent and failed attempts, which ultimately produce an image of themselves as incapable and incompetent. Without proper parental support and comfort when they experience defeat, children will not be able to develop the ability to self-soothe when they are in a state of emotional stress [31].

3.2.3. Abuse

The abuse of parental power is defined as using punishment by parents, but not as a toolfor changing inappropriate behavior, but as a way to express their anger and responsibility [32].When parental behavior becomes a threat to the child's safety and wellbeing, children suffer from the so-called embarrassing collapse. Due to the inability to control conditions and get closer with their parents, abused children react with disorganization, disorientation, and with attempts to compensate for the loss of control by means of physical control of the immediate environment [33].

3.2.4. Negative example

As previously mentioned, through interaction with parents children learn to accept authorityand take responsibility for their actions. Through this same interaction they may learn how to abuse power, in the same way as their guardians did in the process of their upbringing. Children who are witnesses to threats and acts of violence between parents or of violence of parents towards children become violent and aggressive themselves [34].

3.2.5. Dysfunctional boundaries

The functioning of boundaries in a family depends on the degree of leniency and flexibility. Provided the boundaries are clearly set the family achieves balance and autonomy and high correlation between family members. Too strict, rigid or diffuse, vague boundaries can be harmful to child development [35].

Children from families the community sees as dangerous and hostile are more likely to behave in the same way towards the community. These children have a predisposition to aggressive behavior as a means of survival in the cruel world. When there are conflicts in the home, children are deprived of positive examples and this leads to psychological and emotional damage.

3.2.6. Alienation

Alienation among family members and emotional abandonment are basic predispositions fordisturbed social behavior in children. *Alienation means the rejection of children by the parent*which in turn deprives the child of protection and comfort [36]. In families where there is great discord one parent can become separated from the family when thus causing alienation of the children from that parent. Alienation is greater if parents use offensive words to one another; in this case challenging behaviors of children do not occur spontaneously but as an expected emotional reaction.

3.2.7. Emotional neglect

Emotional neglect is the perception of children that they are rejected or neglected by adults who are important figures in their lives [37]. Most probably it is a situation in which parents provide constant resistance to the children for a longer period of time, denying them the necessary comfort and protection. Over time, neglected children lose all hope that they will receive the needed parental care. In the absence of parental control these children are forced to "make it" on their own and they often do it "to the detriment of others." Children who are emotionally neglected are prone to behavioral disorders for two reasons: the manifestation which is the result of frustration, anger and resentment; the mechanism with which they protect themselves and their autonomy from the influence of others [38].Aggressive behavior is often a deliberate, predetermined activity that serves to satisfy certain personal needs, and is not a direct response to a direct challenge or threat.

Children who grow up in dysfunctional families acquire traumatic and painful experiences from the acts, words and attitudes of their parents. Because of such traumatic experiences, when they grow up, these children are different from other peers.

A dysfunctional family is the one where the relationships between parents and children are strained and unnatural. This usually happens as a result of a family member who has a serious problem that affects other family members, while each member of that family feels compelled to adapt to atypical family conditions in order to survive.

3.3. Distribution of authority

The basic hallmark of family upbringing is parental authority, but it is also a necessity. The family teaches the child to submit to the authority of parents, and thus recognize that authority. Parental authority is the power that

parents gathered earlier during their personal and social life. The child must be accustomed to the existence of a variety of people in society. A resistance to bad things should be built in the child, and this can be achieved if parents enjoy authority, if there is discipline, and if rewards and punishments are used.

Parents often differ in their educational styles. In some families the mother is milder and the father is stricter; sometimes it is the other way round so there must be two levels in a family: high and low. In Freud's theory the dominant figure in the family is the man and the woman is in a subordinate role and seen as an inferior being. If the mother pays more attention to children, then the father should be there as a "reserve" and talk less to children in smaller conflicts. When a child does something wrong if it is not a big problem, then it is better for the father not to not interfere, i.e. to leave the mother to deal with the situation with her authority. But, when a child crosses the set boundaries, then the authority of the father intervenes and it is necessary to apply reward and punishment, but of course it should be well-chosen and argumentative.

4. Methodological approach to the research problem

4.1 Subject of research

The subject of this research is the family as an educational environment and its structural features, i.e. how much it can affect with its structure the occurrence of behavioral disorders in children and youth.

The ways of preventing and correcting this phenomenon are often discussed and debated, but the attempts to explore the reasons that lead to behavioral disorders and manifestations of unacceptable forms of behavior among children / students are scarce.

In this regard it is essential to handle the following questions: What is the role of family in the upbringing of children? How many parents with their educational style can stimulate or inhibit some undesirable behavior? Whether and how the structure of the family influences behavior? What emotional climate is needed for proper growth and development? The answer is: The significance of interaction between family members.

The answer to these and other closely related issues will be the subject of the theoretical discussion and research of this paper.

We hope that the research and the theoretical discussion will be a meaningful contribution to the enrichment and improvement of the pedagogical theory and practice; it will present possible reasons for disorders in behavior and thereby improve the relationship family-school-student, so that there is time to intervene if necessary.

4.2 Purpose and objective of the research

This research aims to examine the structural characteristics of the family and its influence on behavioral disorders in children/students in primary education. In accordance with the defined goal, we set the following tasks:

- to examine whether there are differences in terms of the mother's style of upbringing and theoccurrence of behavioral disorders;

- to examine whether there is a connection between the father's style of upbringing and behavioral disorders in children;

- to determine whether there is a link between behavioral disordersin children and the economic status of the

family (rich or poor family backgrounds).

4.3 Research hypotheses

According to the goal, we set the following **general hypothesis**: We suppose that there is a significant relationship between the family structure and the occurrence of behavioral disorders in children/students.

Here we refer to the type and structure of the family, i.e. whether it is a nuclear, an extended or an incomplete family (incomplete due to death of a parent, divorce or single-hood parenting). Doing so the ways in which the family functions will be considered. This means: examining whether the family is dysfunctional and how that disrupted functioning induces undesirable behavior; on the other hand, we will examine families where there is a positiveemotional climate, and how such raising styles of parents and relations among family members influence children's educational development. The education of parents and the economic status of the entire family will also be examined.

According to the previously assigned objectives, the following specifically derived **auxiliary hypotheses** arise:

a. Modern nuclear family is the most typical upbringing environment;

b. Highly educated parents and parents who earn more can prevent unwanted behavior;

c. Raising the family's standard of living will reduce problematic behavior and behavioral disorders.

4.4 Methods, techniques and instruments of research

Descriptive method in the form of description, analysis and generalization will be used. We will analyze the impact of independent variables on dependent ones. Important cause and effect relations will be discovered by the causal method.

For collecting data in the survey, the following techniques and instruments will be used:

Survey - This technique will be applied to obtain the opinions and attitudes of students in schools, as well asof parents as educators. We will get information upon which we will conclude how parents influence the behavior of children, whether they can act correctively, i.e. to what degree students think that their family can encourage the occurrence of behavioral disorders. Two questionnaires, one designed for parents and the other designed to examine the views of students about the situation in their family will be used as instruments. The questions in the questionnaire will be divided into two parts. The first section will contain general information regarding the participants and their families. The second part refers to the situation in the family and the manner of upbringing.

Interviewing - designed for associates at school, their attitudes, opinions about the cases of students with problematic behavior in school, i.e. their background and their families. The instrument to be used here is unstructured interview.

In addition, we take into account that families are semi-open systems with a high degree of intimacy and we will try not to affect the intimacy of family functioning.

4.5 Population and sample

The survey covered population categories of students, parents and professional associates.

Appropriate and representative sample has been presented. It covers three primary schools in Stip and one primary school in Berovo. The starting criterion for the selection of schools is their location. We have a primary school in the downtown area in Stip - "VancoPrke" PS, "TosoArsov" PS in the settlement 8 Noemvri, and "DimitarVlahov" PS in the settlement Senjak and Babi, "DedoIljoMalesevski" in Berovo. We have decided for the last because it is located in another much smaller and poorer municipality.

Table 1. Structure and sample of students in respective schools

Primary school	Municipality	Number of students:	
		VII grade	VIII grade
"VancoPrke"	Stip	20	21
"TosoArsov"	Stip	20	19
"DimitarVlahov"	Stip	20	18
"DedoIljoMalesevski"	Berovo	19	21
Total:		79	79
	Total: 158		

In this research we decided on students from the seventh and the eighth grade, because they are mature enough to be able to answer the questions and to perceive the situation in their family.

The sample of parents is associated with the sample of students, i.e. the same students who were given questionnaires they needed to fill out were also given another questionnaire that needed to be filled out by oneof the parents. To our surprise, a large percentage of parents refused to fill out questionnaires and we did not get them back. Of 158 distributed questionnaires, only 60 were returned.

Table 2. Structure of the sample in terms of the number of parents

parents	
mother	43
father	17
Total:	60

The sample of professional associates covers persons employed in the mentioned primary schools.

Table 3 Structure of the sample in terms of professional associates

Primary school	Municipality	Professional associates	
"VancoPrke"	Stip	pedagogue	psychologist
"TosoArsov"	Stip	pedagogue	psychologist
"DimitarVlahov"	Stip	pedagogue	social worker
"DedoIljoMalesevski"	Berovo	pedagogue	psychologist

4.6 Data processing

The data obtained are processed quantitatively and qualitatively. Quantitative processing is used to analyze the questions from the questionnaires for students and parents, and the qualitative analysis is performed on the results of the unstructuredinterviewswithprofessionalassociates.

First the data are sorted out, grouped and tabulated. Aggregate groupings are derived by distributing data according to their frequency. Specific groupings are derived by calculating the percentage for getting average results.

5. Analysis and data processing

5.1 Characteristics of a family seen through the research sample

5.1.1 Family structure

In the development and establishment of a child's personality, a complete family plays a great role. On the other hand, an incomplete and destroyed family, especially where parents are divorced, has a very negative reflection on the child's personality, especially on the social behavior of the child. Proper development and positive guidance of young people can be achieved only by complete families that are "real homes".

The family atmosphere in incomplete families has an adverse effect on the person, especially on the formation of values and manner of behavior. The absence of authority and positive examples reflects unfavorably and directs development in a negative direction. The earlier in the life of a person the causes of this unwanted incompleteness of the family occur, the longer this unfavorable situation lasts and the more alienated the person becomes, and his/herbehavior is more likely to become impaired.

The analysis of responses to the first question which relates to family structure in which the participants grow up does not reveal major differences.

Table 1.Family structure

	PS "VancoPrke" - Stip		PS "TosoArsov" - Stip		PS "DimitarVlahov" - Stip		PS "DedoIljoMalesevski" - Berovo		Total	
Family structure	f	%	f	%	f	%	f	%	f	%
Mother, father and one child	4	9,75	5	12,82	2	5,26	2	5	13	8,22
Mother, father and two children	25	60,97	27	69,23	24	63,15	13	32,5	89	56,3
Mother, father	2	4,87	1	2,56	3	7,89	3	7,5	9	5,69

and more than two children									
Extended family (grandparents)	4	9,75	4	10,25	8	21,05	20	50	36	22,78
Incomplete family (only one parent)	6	14,63	2	5,12	1	2,63	2	5	11	6,96
Total:	41	100%	39	100%	38	100%	40	100%	158	100%

The results obtained have shown that most of the respondents, 56.3%, live in a complete family - mother, father and two children, which means that the foundation for appropriate behavior of children exists. Interestingly, in Stip, this percentage is approximately the same in all three schools, unlike the smaller town Berovo, where it is far lower - only 32.5% of all respondents. But in both municipalities a tendency can be noticed of an increase of families with only one child, and the percentage of families with more than two children is declining. As we move from the downtown area to the outskirts of the city and to a smaller town, the number of children living in extended families increases. The situation with incomplete families is inversely proportional: they are more common in the downtown area. And it is exactly these families that, due to the absence of one parent and authority, can initiate behavioral disorders in children.

*Regarding the first question we conclude that the number of incomplete families is in increase, as well as of those families with only one child. However, family environments with a mother, a father and two children (i.e. modern nuclear family) dominate, which confirms our **first hypothesis**.

5.1.2 Parents' education

It is assumed that the low educational level of parents creates problems in the socialization and upbringing of the young generation. Most often these parents are not informed enough, they are insecure of the values to be passed on to their children and they seek to retain the old beliefs about life and values that no longer suit the modern processes in society.

The mother of the child is a person on which it learns how to treat others. The mother is entrusted with the task to instill a sense of community in the child. Mistakes in the upbringing can produce severe consequences. Parents need to learn some skills and techniques that will encourage positive behavior, and when they decide to apply the punishment they have to be sure it is the best variant. Many researchers realized that parents with a higher level of education have the linguistic competence and tend to be strict and suppress aggressive behavior in their children; these same mothers use systematic methods of reward and punishment and have established a successful interaction with their children.

Table 2. Mother's education

Mother's education	PS "VancoPrke" - Stip		PS "TosoArsov" - Stip		PS "DimitarVlahov" - Stip		PS "DedoIljoMalesevski" - Berovo		Total	
	f	%	f	%	f	%	f	%	f	%
primary	1	2,43	1	2,56	7	18,42	1	2,5	10	6,32
secondary	24	58,53	25	64,10	25	65,78	33	82,5	107	67,72
high education	4	9,75	5	12,82	3	7,89	2	5	14	8,86
higher education	12	29,26	8	20,51	3	7,89	4	10	27	17,08
other	/	/	/	/	/	/	/	/	/	/
Total:	41	100%	39	100%	38	100%	40	100%	158	100%

From the table we can see that the highest percentage of mothers, 67.72%, has completed secondary education, and the lowest is the percentage of mothers with primary education. The number of mothers with high education is 14, or 8.86%, with higher education the percentage is 17.08% of the total number. It is necessary to note that there is a tendency of increase in mothers with higher education, which represents a good foundation for better upbringing of children and greater control over the behavior of children. The biggest chances for behavioral disorders occur with children whose mother's education level is low, as it is presumed that they possess the least knowledge and the weakest ability to control the behavior of their own child.

Table 3. Father's education

Father's education	PS "VancoPrke" - Stip		PS "TosoArsov" - Stip		PS "DimitarVlahov" - Stip		PS "DedoIljoMale sevski" - Berovo		Total	
	f	%	f	%	f	%	f	%	f	%
primary	/	/	1	2,56	3	7,89	1	2,5	5	3,16
secondary	26	63,41	24	61,53	30	78,9	30	75	110	69,62
high	5	12,19	7	17,94	3	7,89	4	10	19	12,02
higher	10	24,39	7	17,94	2	5,26	5	12,5	24	15,18
other	/	/	/	/	/	/	/	/	/	/
Total:	41	100%	39	100%	38	100%	40	100%	158	100

The analysis of the father's education does not reveal big differences in relation to the education of mothers. The largest is the frequency (110), i.e. the biggest is the percentage of fathers with secondary education 69.92%, and the lowest is of those with completed primary education 3.16%. In the sample covered by this research, the number of fathers with higher education is smaller compared to mothers, which means that even if they were more involved in their children's upbringing, we presume that there would not be a considerable variation in view of the child's behavior conditioned by the educational level of parents.

5.1.3 *Parents' profession*

The research so far has shown that a large percentage of children-students who showbehavioral disorders are from families in which parents work much of the day and do not have enough time to devote to their children. As a result of such a distance, children become aggressive, disinterested, depressed and antisocial. In addition to the excessive working hours of parents as the cause of behavioral disorders, the profession of the parents has at least as much influence.

The data about the parents' profession of our respondents show that they are involved in different domains of the economic system. However, what can be delineated is the percentage of unemployment, which is low in all respondents - 5.06% of the mothers and 3.79% of the fathers.

Table4. Mother's profession

Mother's profession	PS "VancoPrke" - Stip		PS "TosoArsov" - Stip		PS "DimitarVlahov" - Stip		PS "DedoIljoMalesevski" - Berovo		Total	
	f	%	f	%	f	%	f	%	f	%
clerk	7	17,07	2	5,12	2	5,26	3	7,5	14	8,86
private company (owner)	1	2,43	/	/	1	2,63	1	2,5	3	1,89
private craftsman and merchant	4	9,75	2	5,12	1	2,63	3	7,5	10	6,32
worker inthe public sectorand in JSC	4	9,75	7	17,94	4	10,52	4	10	19	12,02
worker in a private sector	17	41,46	25	64,10	22	57,89	12	30	76	48,10

	f	%	f	%	f	%	f	%	f	%
farmer	/	/	/	/	/	/	6	15	6	3,79
housewife	2	4,87	/	/	1	2,63	2	5	5	3,16
unemployed	1	2,43	2	5,12	3	7,89	2	5	8	5,06
other	5	12,19	1	2,56	4	10,52	7	17,5	17	10,75
Total:	41	100%	39	100%	38	100%	40	100%	158	100%

Mother's profession is of crucial importancebecause she is commonly thoughtto mostly participate in the upbringing of the child. The results of the survey show that the greatest percentage of mothers - 48.10% (almost half of the surveyed ones) is workers in the private sector. The smallest is the percentage of mothers,owners of a company - only 1.89%, which indicates to the fact that our society still allows time which the mother may spend with her children.

Table 5. Father's profession

	PS "VancoPrke" - Stip		PS "TosoArsov" - Stip		PS "DimitarVlahov" - Stip		PS "DedoIljoMalesevski" - Berovo		Total	
Father's profession	f	%	f	%	f	%	f	%	f	%
clerk	7	17,07	2	5,12	2	5,26	3	7,5	14	8,86
private enterprise (owner)	1	2,43	/	/	1	2,63	1	2,5	3	1,89
private craftsman and merchant	4	9,75	2	5,12	1	2,63	3	7,5	10	6,32
worker inthe public sectorandin JSC	4	9,75	7	17,94	4	10,52	4	10	19	12,02
worker in a private sector	17	41,46	25	64,10	22	57,89	12	30	76	48,10
farmer	/	/	/	/	/	/	6	15	6	3,79
housewife	2	4,87	/	/	1	2,63	2	5	5	3,16
unemployed	1	2,43	2	5,12	3	7,89	2	5	8	5,06
other	5	12,19	1	2,56	4	10,52	7	17,5	17	10,75
Total:	41	100%	39	100%	38	100%	40	100%	158	100%

Unlike the mothers, the number of fathers who are workers in the private sector is lower - 38.60%, on account of

the number of those who are private owners of an enterprise - 8.86% and 10.12% are merchants. There is also a greater percentage of those who have chosen agriculture and other professions - 10.12%. It is important to note that children whose parents both work and earn a lot have developed certain values, attitudes and interests that are characteristic of this social status. These parents do not have enough time and think that all problemstheir children have can be solved with money. Contrary to this, the children whose fathers spend more time at home are constantly constricted and for these children the only way to liberation is the behavior in school.

*Most parents have completed secondary education, but still the number of those who completed higher education is not small. Their views on raising children partially differ in subsequent responses from the views of those with a lower level of education and therefore we conclude that these parents act preventively in the process of behavior disorders in children, and we **thus confirm the second research hypothesis.**

5.2   Socio-economic status of the family

We have assessed the analysis of the socio-economic status of families of the surveyed students as necessary, given the assumption that this factor plays a significant role in the formation of a personality thus defining behavior. With every right we can assume that low social status entails heavier and less favorable living conditions and thereby influences the development and behavior of young people in a negative direction. The social status differently affects the formation of value orientations among young people, and thus established value orientations directly determine the manner of behavior in an allowed or undesirable way.

In order to determine the socio-economic status of families we asked the respondents two questions that were associated with it. The first question in this context is: How would you personally determine the standard of living of your family? The following table presents the answers to this question.

Table 6. Standard of living of the family

standard of living	PS "VancoPrke" - Stip		PS "TosoArsov" - Stip		PS "DimitarVlahov" - Stip		PS "DedoIljoMalesevski" - Berovo		Total	
	f	%	f	%	f	%	f	%	f	%
very rich	2	4,87	2	5,12	1	2,63	2	5	7	4,43
medium rich	18	43,90	11	28,20	5	13,15	5	12,5	39	24,6
neither rich nor poor	18	43,90	22	56,41	18	47,36	26	65	84	53,16
poor	1	2,43	1	2,56	2	5,26	3	7,5	7	4,43
I cannot determine	2	4,87	3	7,69	12	31,57	4	10	21	13,29
Total:	41	100%	39	100%	38	100%	40	100%	158	100%

The table reveals that more than half of the children surveyed, 53, 16%, live in relatively good conditions, i.e. they reported that they do not feel as either rich or poor. The other categories are more interesting: the poor and the very rich whose percentage is equal - 4.43%. A huge number of children, 13.29%, cannot assess the economic situation of their families while they are in some way in the risk group, because they do not feel that they belong anywhere at all.

The second issue in regard to which the social situation of families should be seen is: How would you rate the social status of the family? Here is how the respondents answered:

Table 7. Social status of the family

social status	PS "VancoPrke" - Stip		PS "TosoArsov" - Stip		PS "DimitarVlahov" - Stip		PS "DedoIljoMalesevski" - Berovo		Total	
	f	%	f	%	f	%	f	%	f	%
very high	1	2,43	7	17,94	2	5,26	5	12,5	15	9,49
high	9	21,95	9	23,07	4	10,52	1	2,5	23	14,55
medium	24	58,53	17	43,58	15	39,47	26	65	82	51,89
low	/	/	1	2,56	2	5,26	2	5	5	3,16
very low	/	/	/	/	1	2,63	1	2,5	2	1,26
I cannot determine	7	17,07	5	12,82	14	36,84	5	12,5	31	19,62
Total:	41	100%	39	100%	38	100%	40	100%	158	100%

When analyzing the answers to the second question a compatibility with the answers to the previous question has shown. In this case also there are similar views, which means that more than half of the respondents, 51.89%, assessed their social situation as medium, on account of the high percentage of respondents, 19.62%, who cannot assess the social position of their family. Students with a low or a very low social status are few - 3.16% and 1.26%. They will be inclined to get closer to students from upper class of whichthere are considerably more - 14.55%.

* From the responses it can be concluded that respondents considerthat they belong to the middle social class and are neither rich nor poor. From both conversations with professional associates about these questions and from the answers in questionnaires we establish that troubled children come from families with lower socio-economic standard and that improvement in their social status will partially prevent disruptive behavior, with which we **confirm the third hypothesis**.

6. Conclusion

Theanalysis of this modest research has given us the expected results and answers to our questions. In fact, the

analysis of the theoretical debates on this issue and the empirical data that came as a result of our using survey and interview techniques have led to the following conclusions:

- The questions that we set at the beginning, in the introductory part and in the examination, have found answers both in the theoretical discussion and in the results of the survey.

- The three auxiliary hypotheses have been confirmed, which proved that: the modern nuclear family is the most typical educational environment, parents with higher education and parents who earn more may be able to prevent undesirable behavior, and that by raising the standard of the family troublesome and disorderly conductcan be reduced. In fact, we have confirmed that there is a significant association between family structure and the occurrence of disorders in student behavior.

- The conclusions of the study should not be categorically accepted as they refer to a particular sample at a particular time. However, they could help in finding ways and means of reducing disorders in the behavior of students.

We are aware that the survey should be repeated on a larger sample of respondents, with the sole purpose of finding and implementing strategies for effective training of the teaching staff and parents because only if educated can they contribute to both their own and to the development of their children. They are the key to preparing young people to face the challenges and problems that foreshadow the future of humanity.

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