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Social deprivation and parental alienation

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Abstract

Having in mind that every social phenomenon should be perceived in a specific social context, parental alienation has to be considered having in mind the specific characteristics of modern society and social phenomenon that are most directly related to it – the modern family. Social reality is complex, layered and diverse, and as such, confronts the family group and its actors with unprecedented challenges. However, families from socially deprived backgrounds are particularly vulnerable to potential family problems. Parental problems often result in chaotic and inconsistent parenting styles and inadequate care for children. To what extent this affects alienated parenting and what are the consequences of such practices on children's socialization, we will try to answer by analyzing recently researches on parenting in some Roma settlements in Serbia.

Key words: parenthood; parental alienation; family; social deprivation; Roma population

Introduction

Intensive and hitherto unseen development of modern society complicates and diversifies all elements of the global social structure. The current Fourth Industrial Revolution, just like the previous three, in addition to changes in lifestyle and the overall economy, changes, no less dynamically, the political

and cultural sphere of social life, modifying social consciousness, imposing new value systems and new patterns of social behavior of people.

„The constant and accelerating need to harmonize with the pace of development of modern communication and information achievements puts modern man in a special position of increasingly intensive adaptation to new circumstances, while the process of adapting an individual to social change becomes more complex and demanding" (Komatina, Kaplanovic, 2019, p. 166).

This whirlpool also affects the modern family, which, as a decisive factor in the socio-cultural reproduction of the social community, is in a constant and dynamic cause-and-effect relationship with social changes. By changing its structure and functions more intensively than ever before, the modern family responds to the challenges of modern society. At the same time, the contents of the social roles of its main actors – parents and children, who have to respond to increasingly complicated social demands, are also changing.

Parental alienation in this paper will not be considered at the level of individual parent-child relationships and problems in performing parental function, but in the context of dynamic and often incomprehensible to parents changes in the wider social environment, as well as varieties of family relations that deviate from the usual notion of standards in the performance of the parental role, are not socially visible and take place in socially deprived environments.

1. Contemporary socialization facing challenges of dynamic social changes and transformation of family structures and functions

When we talk about the challenges that modern society faces the family, then we are primarily asked whether the diversity of family forms, in which the process of socialization takes place today, enables quality growing up, undisturbed personality formation and adequate preparation for social life?

The family is a universal social institution that has changed during human development both structurally and functionally, but has always remained the most important social community, irreplaceable in the process of humanization and socialization. Some family functions change their character during socio-historical development, some are reduced, and in modern society, with the development of an increasing number of specialized social institutions to support the family, many family functions are performed largely relying on them. However, some family functions, here we primarily mean socialization, although they can be shared with the social institutions, cannot be completely left to it.

Since it is a basic factor of social reproduction, modern sociology views socialization as a social process of exceptional importance, insisting on the fact that it is a two-way and lifelong process (Milić, 2007, p. 240-243).

It is worth recalling here that in the middle of the last century, John Murdoch (1949), studying family forms in 200 different societies, came to the knowledge that in every family form there is some kind of nuclear family, and that four family functions are universal: sexual, reproductive, economic and educational. Since today, to a large extent, although they are indispensable in creating a family, the sexual and reproductive components transcends the family, we can ask ourselves whether economic function (common consumption) and socialization are a common denominator, the backbone of different family forms that coexist in modern society.

Vilić (2013, p. 57-58) considers that a significant role in the stability of the family is played by its income, ie their satisfactory level. Since we live in a materialistic culture, we can assume to what extent incomes, which do not meet the living standards of a particular family, may affect the dissatisfaction of its members. However, the fact is that in times of crisis in Serbia in the 1990s, families survived and its members were in solidarity with each other (Milić, Tomanović, 2009), and that the increase in the number of divorces was first recorded by the most developed and richest countries. Poverty or worsening economic conditions can be one of the triggers for endangering the stability of the family, but it is certainly not the main reason for its breakdown.

The whole range of different family forms, that exist in modern society, disabling a clear perception of its structure: the classic nuclear family in which children and parents are related by blood; a nuclear family in which the parents live with the children they have adopted; an extended family in which some other family members join the family nucleus; a nuclear family formed after the divorce and remarriage, whose members may or may not be blood relatives (stepfathers and stepmothers, half-brothers and half-sisters, children brought from previous marriages); families in which spouses live without children (because they do not want them); single-parent families; families arising from same-sex marriages in which one parent can be blood related with the child or neither parent is ... Here we see how the concept that defines a family as a group of relatives is slowly collapsing in modern forms[1].

Analyzing the modern family in its permanent changes, and, above all, having in mind the mass reorganization of families due to the large number of divorces and remarriages with the addition of new members in newly formed families, Simson (1994) points out that the process of transition of the *nuclear family* into an *unclear family* is underway.

„Although modern societas have largely reject the view of the harmful effects of so-called deficient families on personality formation and the socialization

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[1] „The family consists of two elements that vary in historically variable proportions: (1) living together and working under the same roof of a group of people and (2) kinship between them. This combination experiences its fullness only in the modern era" (Milić, 2007a, p. 414).

process, the fact is that their number is constantly increasing, so it remains to be seen whether alternative ways of raising children, in such a wide range of family variation relationships, have equally good results as when both parents are present during socialization" (Komatina, Kaplanović, 2019, p. 171).

The usefulness of the very concept of the family is also called into question. „The process of detraditionalization, which decreases the importance of traditional groups such as family, kinship and origin, which lose its forced character in relation to the individual, the process of individualization, which shifts the focus to personal relationships and intimacy, and destandardization of personal relationships, which includes great variety forms of family and partner life, call into question the purposefulness of the very concept of the family" (Tomanović, 2019, p. 317).

It seems that Talcott Parsons (1955), despite all the criticism that he was focused on the modern American nuclear family, is still the closest to the essence of the existence of the modern family, respectively what makes it irreplaceable in its exclusive function – socialization, ie social reproduction. Here, first of all, we have in mind Parsons' thesis that the family is irreplaceable in modern society because of two things: one is primary socialization, and the other is the stabilization of the mental life of adult family members.

The aspect regarding to the needs of adult family members has been neglected, to a certain extent, in modern research. „When it comes to secondary socialization, modern societies are under incomparably more complex tasks and greater challenges than traditional ones, which did not leave too much space for improvisation in social behavior, nor too large ranges for playing given, clear and unambiguous roles" (Komatina, Kaplanović, 2019, p. 168).

2. New standards of parenting to meet the new concept of childhood

Family relations have ceased to be clearly and distinctly established for a long ago, just as the performance of certain roles within the family was given and unchangeable. The fact that it is in permanent modifications, confronts the modern family with the need to constantly respond to the demands of the wider social environment.

Modern parents, adapting to the continuous developmental changes of their children, as well as the challenges of the social environment in which they live and work and their individual needs, change themselves at the same time, so the processes of socialization of children and parents are mutually conditioned and permanently influence each other.

The content of the parental role in modern society is largely shared between its main actors, the parents themselves, and the wide institutional network of educational, health, social, cultural, sports and many other social institutions,

which develop in parallel with family changes and meet its growing needs. However, Milić (2007, p. 183) warns that the speed of changes in basic trends of social expectations and recommendations directed towards parents creates the possibility that less educated and incompetent parents are often unable to adapt to social trends, so they are declared „irresponsible" and „bad" parents.

What is a good parent today and how parents should perform their role to meet their own attitudes, and needs of their children, and the expectations that sets the social environment?

What used to be a spontaneous and clearly profiled social role in traditional societies, today becomes one of the most demanding tasks to which parents are dedicated. Adults who are parents are increasingly beginning to perceive their own lives and their own success through the prism of success in overcoming current parenting responsibilities. Thus, the role of a parent today requires a great commitment in the constant need to be „in line with the times" and modern trends in education and constant innovations, imposed by numerous „helping" social institutions.

This position faces parents with many dilemmas and constant insecurity because they are confronted with numerous contradictions: between the power they have over children and the helplessness to deal with problems, between individualization and professionalization of the educational process, between repression and tolerance in performing parental roles, and romantic ideologies of self-realization and sacrifice for the sake of children (Milić, 2007, p. 182-186).

The fact that the content of motherhood and fatherhood within parental roles has changed also contributes to confusion. Since paternal authority in the new fatherhood is seriously endangered by his removal from the throne of the „exclusive breadwinner of the family", modern motherhood is complicated with numerous other social roles, including the role of breadwinner.

The challenges of modern parenting are largely a consequence not only of the changed balance of power in the social space of the nuclear family, where the democratization of relations between the sexes and between generations is established, but also due to the extreme imbalance caused by the central position of the child where child's priority is over the needs of adult family members. The transformation of the parental role is mutually conditioned with the central position of the children in the modern family. In this relationship, it can be seen to what extent the influence of socio-historical circumstances actually determines the definition of „alienation" of social roles, in this case parental. What in traditional patriarchal societies was the standard in performing parental roles would be perceived today as parental alienation. A distant, emotionally unavailable, physically absent father whose authority is unquestionable today would surely be qualified at the very least as an „alienated" parent.

The modern family itself, an idealized oasis of intimacy, closeness and love, is often a source of frustration for both children and parents. The scientific studies of childhood, which views this age as a social construct, whose complex study is inspired by the fascinating study of Aries (1989), opposes its ideologisation. Kvortrup (1995) insists on a paradoxical relationship in which childhood and the world of adults existed in modern society, causing numerous parental frustrations.

Despite the fact that in modern society the central attention and a lot of family resources are directed towards the child, neither planetary, nor within any society, that position cannot be generalized. „Today, children are the center of attention in the developed West, while in the poorer parts of the world they are still marginalized" (Weatherly, 2005, p. 33). Of course, this difference is not only present between the developed and the underdeveloped world, but the different social position of children and parental practices within the same societies should not be neglected. Criticizing authors who deal with childhood history that their analyzes suffer from a lack of sociological subtlety, ie social differentiation, Tomanović (1996) indicates a generalization of the analysis of childhood to all social strata, ie the absence of analysis of socio-economic factors and conditions that would explain certain patterns of childhood practice.

The fact is that we live in an economically and culturally differentiated world and that the „desirable" pattern of parenting or the one we would define by „normal" parenting depends on the context in which it is observed. Today, in the literature dealing with family, childhood and parenthood, the desirable form of parental practice can be most generally formulated as one that approaches the upbringing of a child with a lot of love and understanding, satisfying all its age needs, respecting its personality and dignity and applying discipline without any form of mental and physical punishment.

3. Socially deprived families – socially invisible parental alienation: the example of Roma parents in Serbia

Based on twenty-five years of parenting research in the Western Balkans (on the "semi- periphery"), Marina Blagojević Hughson (2014, p. 384) affirms the approach that links parenting as a micro-social relationship with macro structural social changes, drawing the vertical from individual lives to global change. „The crisis of everyday life has intensified **tension, conflicts, deprivation** in all aspects of life. The crisis stopped the processes of individualization and de-alienation of parenthood, even parenting in the crisis became itself a source of new alienation". (Blagojević Hughson, 2014, p. 390).

If we observe the Serbian society on a global level, which has been in permanent transition for decades, it should be said that, despite the public discourse

in which the concept of social inclusion is very exploited, social differences between certain social groups are more pronounced[2]. So that today, with a small privileged social elite, formed on the wings of a suspicious transition and closely cooperating with political structures, and the largest part of the Serbian population of approximately equal and very modest socio-economic status, a large number of very poor people exist in Serbian society. And the poorer then the poorest is the Roma population, which is, according to the last census of population (*Popis stanovništva, domaćinstava i stanova*, 2011) the second largest national minority in the Republic of Serbia, with 2.1% share in the total population. Due to their fixation in the social structure at the lowest social position, at the very bottom of the social ladder, Roma are still recognized as the most endangered minority community (Raduški, Komatina, 2013, p. 101).

If we can look for elements of alienation of a large number of parents in existential problems, personal frustrations and lack of time to rest and to connect and socialize with children, then it is justified to ask how people at the very bottom of Serbian society cope with parental problems.

There is a small number of research that deal with the daily life of Roma families in Serbia. Based on the results of empirical research of Roma family life in the unhygienic Roma settlement „Deponija" by Marina Novaković (2004), as well as in Komatina's research (2007, 2020), it can be concluded that the dominant form of family organization among Belgrade Roma is the nuclear family and also that the patriarchal family patterns in many segments are replaced by the democratic relationship between children and parents.

Defining the Roma family in the process between traditional heritage and striving for modern life patterns, Petrović (2014) presents a survey whose data partly support the emancipation of the Roma family, but there are no indicators that would further explain parental roles in the Roma family.

In the following, we will present the results of one aspect of a complex qualitative research on the education of the Roma population[3] (Komatina,

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[2] According to the SILC survey conducted by the Republic Statistical Office, in 2016, 15.7% of the population in Serbia was at permanent risk of poverty, and 25.5% at risk of poverty. According to the indicators of subjective poverty, 63.9% of the population of the Republic of Serbia thought that they were poor.

Inequality of income distribution was 9.7, which means that 20% of the richest population had almost 10 times higher equivalent income compared to 20% of the poorest.

The Gini coefficient, which measures inequality in the entire distribution of income, in Serbia was 38.6, which is significantly higher than the average of the 28 countries of the European Union in which the observed years this value was 30.7. (*Nacionalni izveštaj…*, 2018, p. 24-35).

[3] Empirical research on the education of Roma children, using the case study (where appropriate qualitative and quantitative research methods were combined), was conducted during the

2020), in which, among other actors, parents of Roma children of primary school age also participated. We will describe what parents' problems look like on an individual level, on a family level, and in what dimensions their parental role can be considered alienated. In the following, we will list the most significant findings of the mentioned research in connection with the topic we are dealing with.

The results of the research showed that some parenting practices, according to the adopted social standards, represent some forms of deviant behavior. Such behavior affects the quality of parenting and can be considered as alienated parenting. These parenting practices have a negative effect not only on the health and development of the child, but also on preventing any opportunity for the child to rise above the social position of their parents.

Elements of alienation of Roma parents from socially deprived backgrounds are reflected in the following dimensions: physical neglect in the form of inadequate hygiene, clothing and nutrition of children, as well as inadequate supervision; health neglect; educational neglect of children; harmful impact on the children caused by domestic violence; inadequate socialization; practicing cultural customs that are opposite to the interests of the children.

Physical neglect of children is the most common form of inadequate parental practice among the Roma population in Serbia. It is mostly a consequence of extreme poverty, which is reflected in unfavorable housing and hygiene living conditions, poor nutrition, inadequate clothing and footwear, neglect of children's personal hygiene. This form of neglect of children in the conditions of very high total social deprivation of families actually also means neglect of children by society. According to UNICEF Multiple Indicators Cluster Survey of the Position of Women and Children in Serbia (MICS 5), the estimated infant mortality rate in Roma settlements is 13 per 1,000 live births, and the probability of a child dying before the fifth birthday is 14 per 1,000 live births, which is twice the national average obtained through vital statistics data. 15% of live births from Roma settlements were low birth weight, about 10% of children were malnourished (2% in Serbia), and about 19% of children were stunted (4% in Serbia).

The health neglect of children is in fact a continuation of the previous form of neglect, to the extent that the normal living conditions of the child enable his optimal health condition. In addition, there are problems that are particularly related to uneducated Roma population, and are reflected in difficulties in communicating with

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sixteen months of 2013 and 2014 in five Belgrade Roma settlements (four container and one residential settlement). Quantitative analysis included 100 primary school pupils from the observed settlements, and the qualitative analysis involved 56 examinees (children, parents, teachers, educators, pedagogical assistants). The research tested a holistic approach in the education of Roma children, and it also analyzed the model of displacement of unhygienic Roma settlements applied by the City of Belgrade in solving Roma housing problems. See in: Komatina, 2020.

health institutions and poor orientation over time, which leads to delays in receiving vaccines and coming to check-ups if a child has a health problem.

When it comes to **educational neglect of children**, then two things should be kept in mind: one is low educational status of parents, who do not fully understand the importance of education and often have personal negative experiences from school, and the other that society in different ways, especially by introducing inclusive education (Zakon o osnovama sistema obrazovanja i vaspitanja, 2009), helps Roma children to prepare for school and enroll on time, and develop supporting mechanisms during schooling. However, Roma children have a lot of problems in the school environment. They start with inadequate hygiene and appearance of children (clothes, shoes, yours), and are complicated by discrimination and segregation by other children. Research has shown that Roma children are often victims of school violence. Parents understand their children's problems, but they are not part of their solution[4]. Parents not only withdraw and do not cooperate with the school, but also allow their children not to go to school, and even to leave it completely, because of the problems they suffer there.

The research findings show that the examinees got married very young and did not know each other enough or almost not at all. In difficult social circumstances for life and responsibility for the children, poor and uneducated parents face with problems which they don't know how to deal with. Often happens that disagreements are resolved through violence. **Domestic violence**, and, above all, violence against women, is a common occurrence in Roma families from socially deprived backgrounds. There is also physical punishment of children, but it does not take drastic forms and is used as an educational tool. However, even when the children themselves are not physically punished, the family situation in which the mother suffers violence and the atmosphere of fear of the father adversely affects children's development.

Inadequate socialization of Roma children is manifested not only in inadequate conditions for life, health and development, but also in socio-cultural deprivation, which greatly affects not only the content of knowledge about life that children receive at preschool age, but also their overall socio-psychological, intellectual and emotional development. Deficient socialization is also consequence of the segregation of Roma settlements, distance from the sources of socio-cultural events, the confinement of families in the narrow circles of the community to which they belong (Kolin, 2008; Raduški and Komatina, 2013) and

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[4] There are exceptions. A survey conducted in the Belgrade neighborhood of Rušanj in 2007 shows how important the support of educational institutions and the non-governmental sector is in performing the parental function, especially when it comes to the educational neglect of children (Komatina, 2007).

very rare communication outside that circle. Inadequate socialization is closely and, as the research showed, a cause-and-effect connection with the **Roma tradition of early marriage**, several years before they reach adulthood.

To understand the socialization of Roma children, it should be having in mind that Roma families, in the segment of child care and upbringing, have retained the traditional division of parental roles, so mothers are a key parent for nursing, nutrition, hygiene and children's education, while fathers must manage to provide means of subsistence. Roma women become, by the standards of modern / Serbian society and world standards adopted by the UN Declaration on Human rights (1948) and UN Convention on Children's Rights (1989), very young and insufficiently psycho-physically mature for the role of mothers. „Insufficient physical and socio-psychological maturity of young mothers, in addition to poor economic and housing conditions, in which they live and raise children, has numerous negative implications for the physical development and health of Roma children, which also weakens their starting positions at school" (Komatina 2020, p. 152).

In the research, the author calls them „mothers-children", insisting on their key role in the education of Roma children.

> These mothers are very young women, married as underage girls, aged 13, 14 or 15. If they attended school by then, as a rule, their schooling ends with marriage. Around the age of 20, they already have four or five children. Since children are born one after the other, when the oldest child is old enough to go to school, the mother is still attached to the house and other small children who are still completely dependent on her. So that even if she could, there is no time or way to dedicate himself to a child which began its schooling.

> There is no one to help her child adapt to the school, nor to overcoming the initial school steps. Since she herself is illiterate, she is not able to support her child either at the very beginning or later, when the school material becomes more complicated and the child becomes more and more confused.

> She is a good-natured in communication, kind, cheerful and smiling young woman. Very careful and gentle towards children. Apart from that primordial love and care, she doesn't have to give them much. She understands, to some extent, that it is in her child's interest to finish school, which it is good for him, but she is powerless to help him in that.

> If she is married to a man of her age, he is even more immature than her in this period of his life, and it is not easy for him to provide for his family materially and to cope with all the difficulties of life. If she is married to a much older man, she is often a victim of domestic violence, because her husband treats her like a child who needs to be brought up or re-educated. In the trap of such a hard life, this woman will need many more years to mature somewhat emotionally and socially and start to participate more actively in her own life. For her children and their education, however, it will be too late then.

> Since she herself did not have time to grow up, in the critical period of her child's development – at the beginning of the puberty, she will not be able to cope with his

rebellion and mischief, especially when it comes to school success and class attendance. Then her children will leave school, and in a few years, they will get married, continuing the chain of poverty, deprivation, lack of education and incompatibility with the wider social environment. (Komatina, 2020, p. 151-152)

In the above analysis, we see the overlap between the secondary socialization of mothers and the primary socialization of children who coexist in such family constellations in a specific, but to some extent typical way.

The helplessness and incompetence of parents during puberty is a special story. Not all Roma want to marry their children prematurely, nor do they want their children to leave primary school before graduation, but in that period they do not know how to cope with their children's behavior (Komatina, 2020, p. 124-129).

It is obvious that parental alienation of Roma people from unhygienic settlements remains invisible for the majority of population. Social institutions dedicated to family and children welfare should be more aware of that problem. The parents themselves obviously cannot cope with these problems.

Conclusion

The dynamic changes of modern society have resulted in structural and functional transformations of the family, so the characteristic of modern society is that the process of socialization of children takes place in an increasing number of family varieties. Modern parenting is facing great challenges to perform its role in the process of socio-cultural reproduction in a quality and socially desirable way. Parents are facing higher and more complicated standards that they need to meet by performing this demanding social role, which is a source of numerous frustrations even in a satisfactory socio-cultural conditions in which children grow up.

However, one should not ignore the fact that desirable parenting standards are not and cannot be universally accepted in all social strata. On the example of a part of the Roma population in Serbia, we have shown that in socio-culturally deprived areas, in which a part of this national minority (which is not negligible) lives, a special form of parental alienation dominates. It is reflected in the physical, health and educational neglect of children, deficient and deprived socialization which that takes place in an atmosphere of domestic violence that fathers use against mothers, but also physical punishment of children as disciplinary measures, and parental inability to cope with children's developmental problems, especially at puberty. So the traditional patterns of premature marriages are repeated, which only pass this condition on to the next generations. Since this is endangering basic human and children's rights, the inadequate functioning of social institutions and the whole legal system cannot be justified by anything.

The parental roles of fathers and mothers from socially deprived backgrounds, where many Roma in Serbia live, deviate in many segments from what is implies in society as the standard of parenting. The alienation of their parental role is directly influenced by the unfavorable circumstances of the socially deprived environment in which the parents themselves grew up and whose family patterns they reproduce in their own family. In conditions of extreme poverty and constant struggle for family survival, numerous frustrations often culminate in violence and deviant behavior which, in combination with other socio-cultural deficits and deprivations, leads to a specific form of parental alienation. It is difficult to recognize in the local community itself, because it is part of the usual and generally accepted behavior, just like early marriage, which puts immature and unprepared young people in the parental position, so it is not unusual that they cannot cope with that role in a society that sets very high standards. This results not only in parental frustrations, who are aware of their impotence, but also has numerous and far-reaching negative consequences for the offspring.

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Mediation in social work

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Abstract

The article deals with interconnection of mediation and social work, more precisely completing mediation in social work. In addition to the basic definition of mediation, approaches to it and its principles, the article deals with the similarities and differences of mediation and social work. Subsequently, we apply this interconnection in individual areas of use of mediation in social work.

Key words: social work; mediation; school mediation; health mediation; family mediation

Right at the outset, we could say that mediation is the way to successfully resolve conflicts and resolve various disputes in a rational way. And it doesn't matter if it is intrapsychic conflicts (that is, those that take place within a person – conflicts with themselves), interpersonal conflicts (between two people), group conflicts (conflicts between members of one group, including conflicts of an individual with his own group), or intergroup conflicts (conflicts between two or more groups, including conflicts of an individual with another group than his own). That is why we can look at the issue of mediation from several perspectives. On the one hand, we can look at it as an approach, ie activities leading to

any non-violent resolution of the conflict, while this concept of mediation can be used in everyday life. On the other hand, we can look at it as an out-of-court solving of conflicts between persons in different legal relationships. This second concept is in Slovakia defined, for example, in Act no. 420/2004 Coll. about Mediation, where it is defined as "an out-of-court activity in which persons participating in mediation through a mediator resolve a dispute arising from their contractual relationship or other legal relationship." (§2 / 1) In any case, mediation has several principles which are important for its successful course. Holá (2003) includes among them voluntariness (ie we cannot force anyone to mediate and this method must be decided by everyone), confidentiality (ie that all information that is revealed in mediation will not be passed on, which is also captured in § 5 of the said Mediation Act), trust (in order for an agreement to be reached, it is necessary for the persons involved in mediation to trust that they will abide by the agreement, while such trust is often the result of mediation and it is necessary to work on it), change of competition to cooperation (this change is often the result of mediation, but also its precondition), orientation to the future (when we want to reach an agreement, we cannot go back to the past, it is only here to learn from it and we must always look at into the future), understanding the differences (ie understanding that everyone has the right to their opinion and their perception of the facts and that not only my own perception must be the only true one), the principle of finding new possibilities (closely related to the previous principle and means that we often have to reconsider our position and look for new possibilities and perspectives on the disputed fact), impartiality (ie that the person of the mediator intervenes only in such disputes in which he is able to be equally balanced with both parties), freedom of decision (the parties to the dispute must have the right to freely decide on one of the possible alternatives to resolve it) and the principle of assuming responsibility (closely linked to the previous one, ie when they freely decide on an alternative, they must be able to take responsibility for this decision).

Mediation is used in Slovakia in various areas of social life and can be helpful to several professions, especially helping ones. We also include social work here. If we wanted to identify the parallelizing elements between mediation and social work, they would be the following: Mediation, like social work, shares many techniques, values and approaches. Mediation, like social work, has similar goals and both apply many of the same skills. In addition, the goal of any social work and mediation intervention is to deepen clients' self-sufficiency. Both mediation and social work have a common goal - to empower people on the basis of the principles of equality, justice and social well-being, as well as to seek consensus and understanding between people, groups and communities. Mediation also, like social work, intervenes in a conflict situation, but with a significant

share of client participation. And last but not least, both in mediation and in the implementation of social work measures, it is extremely important to maintain the confidentiality of information that appears in the process of assistance. (Barsky, 2001) However, there are also significant differences in the roles of mediator and social worker. The aim of the mediator is a clear agreement between the participants on how they will solve specific problems. The social worker tries harder to make clients better understand their individual and social behavior. The mediator also tries to perceive the feelings of the individual, but does not examine them in depth. On the contrary, the social worker is more interested in how clients feel about their life situations. There is also a significant difference in the fact that the mediator must always be neutral. The social worker should also be neutral, but within empathy he can stand more on the client's side if the situation requires it. Mediators are therefore impartial and neutral experts who, with the appropriate skills, can facilitate communication and negotiation between the parties to the dispute through a procedure designed for that purpose. In the case of social workers, their function is largely to create a close bond and support to accompany individual clients in the processes of social integration and to increase their level of well-being. This means that the interventions of social workers do not necessarily have to be neutral and impartial, as we have said above. Mediation also requires that both parties be prepared to negotiate together. Social work, on the other hand, can in some cases only work with one party, even if the other party is not ready to cooperate or does not want to change the current situation. Another difference is in fulfilling the principle of focusing on the future, which we described above. The role of the mediator is focused on how people would like to see things in the future, rather than on a comprehensive analysis of past events. Social workers, on the other hand, often have to examine clients' pasts in detail to identify the origins and causes of the problem and the persistence of the problem in their lives. Mediation is also not as complex as social work. Prioritization is primarily a matter of resolving the dispute. For example, such counseling in social work is usually more complicated than just providing basic information. It provides more depth and a broader view of solving specific problems. Another difference is that although the mediator controls the mediation process, he does not try to openly influence the participants in the mediation or its outcome. On the contrary, the social worker often plays this role in the process by trying to influence the client to move in a certain direction or to focus on certain problems. And the main difference lies in the methods used. When a social worker resolves a conflict, he can use mediation as another activity (if he is competent to do so, or can mediate it). However, mediation does not use the methodology of social work, but adopts its own specific approach to achieving its only goal, which is to resolve the conflict. (Blanco Carrasco, 2016)

However, as we have mentioned, mediation can be used in social work in several areas. It is most often used in social work **with the family**. Family mediation is used here. In family mediation, the mediator acts as an independent third party and provides support to parties (family members) who cannot find common ground. The emphasis is, as we have said several times, on solving problems in the future, not on identifying the fault of a party or analyzing the past. However, family mediation is not suitable in all situations. For example, it is not appropriate in the case of conflicts arising from domestic violence, where one of the parties has become a victim of emotional, sexual or physical violence and the other party has a dominant position. Family mediation means equality of participants who seek answers to questions leading to an agreement through a mediator. Within family mediation, divorce mediation is specific. It has various goals, one of the most important being to improve communication between spouses. Mediation can bring about a friendlier relationship between spouses, as this process should be blameless and focused on cooperation and problem solving. Another goal is a compromise that allows the parties to understand the interests of the other party and try to find the best solution for both parties. Mediation thus helps to build and maintain the dignity and respect of clients. It is important that each party respects the other. Such mediation is also an opportunity for parents to discuss how they will care for their children after divorce or separation. During mediation, parents can work to reach an agreement that is in the best interests of their children and learn to communicate and work with their children in this difficult situation. Mediation helps ex-partners to reach an agreement in areas such as where the children will live after separation, child support, finances, maintenance, children's health, education, religious issues, etc. (Budeva, 2018) Mediation can also be used to solve problems in **foster care**. Children in foster care often have biological parents, as well as people to whom they have been entrusted. Mediation can help both biological parents and those to whom children have been entrusted to foster care to determine how to maintain communication after starting or ending foster care, discussing the possibilities and aspects of meeting a child, exchanging information with each other, etc. Meditation can also be useful in conflicts between those who have been placed in foster care and the Office of Labor, Social Affairs and Family, the Department of Social Protection of Children, as well as in conflicts between those who have been placed in foster care and the children themselves. For example, mediation between a surrogate and a biological family can help resolve conflicts and disputes between them, thus reducing the potential traumatic consequences for the child. Surrogate parents are also often unprepared for a child's problematic behavior, especially during adolescence. This increases the risk of conflicts and tensions between them, which can lead either to a rotation of surrogate families or to a child's transition to institutional care. In such situations, the mediator is invaluable. (Rondón García,

2013; Budeva, 2018) Mediation in social work can also be used in the so-called **medical mediation**. This should facilitate access to health and social services for disadvantaged groups (eg refugees, people living in spatially segregated localities with the presence of concentrated and generationally reproduced poverty, etc.). Such „mediation" provides health information, discusses about health awareness, provides information related to solving social problems, helps with the presence of doctors and nurses in the field, people with disabilities are accompanied to medical and social facilities, assistance is provided in completing the necessary documentation, psychological support is provided, various preventive programs are implemented and mediated, families with chronically ill or disabled family members are assisted, etc. We could therefore describe the health mediator as a coordinator who connects vulnerable minorities with health and social services, helps to overcome cultural barriers in communication, maintains dialogue with institutions, participates in the optimization of prevention programs and health information campaigns (for example among Roma communities), accompanies socially excluded communities to health and social care facilities, protects patients' rights, etc. (https://www.medicalmediation.org.uk/medical-mediation/#what; Pulova-Ganeva, 2011; Silva, 2011) In this case, mediation is used mainly as an approach, which we described at the beginning of our article. As the last example of the use of mediation in social work, we will mention **school mediation**. Especially due to the fact that there is an increasing need in Slovakia to introduce school social workers in schools. School mediation is used in case of disagreement between the school and parents, pupils and teachers or pupils and their classmates. It involves consultations with each of the parties to the dispute, assesses the potential for conflict resolution and organizes mediation to improve mutual communication. There can be several disputed areas. These can be, for example, special educational needs, disabilities, access, social exclusion, harassment, violence, discrimination, etc. School mediation has three basic goals. Creating a secure environment conducive to the development of a person who can make decisions and take responsibility for their actions, promoting a culture of constructive behavior in conflict based on recognition of the value of human life, the uniqueness of each individual, accepting and respecting each person's right to meet their own needs and defend their interests without harming others and improving the quality of life of all participants in the educational process (family, educators, teachers, administrative staff, psychologists, social workers, social educators, children, adolescents) through mediation based on positive communication, respect, mutual acceptance within the group adults or children, as well as between these groups. (Zernova 2017; Budeva, 2018; Mic, Mic, Radulescu, 2013) It is the application of mediation in the above cases that can help create a safe environment for all in schools, thus preventing the emergence of undesirable situations that must subsequently address social work.

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Emotional accessibility of perpetrators of domestic abuse and sense of security in the context of sexual life[1]

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Abstract

The study reported in this paper deals with the issue of self-assessment of the sexual life of offenders convicted of a crime involving use of domestic violence (Polish Penal Code, §207), accounting for the role of emotional accessibility as an element of the sense of security. The study was conducted on a group of

male subjects (N-35). The study used descriptive statistics to demonstrate the correlations between narrative, a sense of security, and self-assessment of convicts. This paper draws attention to deep connections and the interconnectedness of these three elements. A sense of security turns out to be one of the most crucial reasons for being imprisoned for domestic violence. Unfortunately, the prison environment does not weaken but strengthens a sense of security. Moreover, it does not enable prisoners to express their personality and makes them take a specific game imposed by the prison environment. This is reflected in the autonarration of emotional inaccessibility. Emotional detachment leads to aggression as well as socially unacceptable sexual acts. In consequence violence offenders show an alarmingly lasting impact of such behavior which, after serving a prison sentence, reveals itself as an inability to build relationships, especially sexual ones. Furthermore, these dysfunctions emerge not only on the level of psyche but also on the physiological level which makes the therapy even more difficult and complicated. The study conducted for the purpose of this paper blatantly confirms complex correlations between control, self-control and the level of emotions. This paper also draws attention to the unreliability of the Polish penitentiary system which, as one of the forms of penalization, unjustifiably, uses the separateness of the prisoner from meeting their psychological, emotional and physiological needs.

Key words: family abuse; perpetrators; emotional states; narrative; sex life; sense of security; self-assessment; control; penitentiary system

Introduction

Emotional accessibility is associated by many people with forms of experiencing "emotions", which on the one hand form a motivating drive, and on the other, unconsciously, become a state of mind (Bartoszewski, 2018). Emotions in criminal environments are considered to play irrelevant, unnecessary and even harmful roles. Difficulties in expressing emotions result from being in a gray emotional zone that arises out of parental behavior, i.e. socialization and upbringing (Collins, 2000). In addition, emotions form a sphere in males which should not be demonstrated. In addition, men associate emotions with effeminacy, which leads to the practice of constraining all expressions of sadness, happiness, fear or anger. And if they appear, then men, and not only those from criminal environments, not knowing what is happening to them, suppress emotions or use substitutes in the form of stimulants, such as alcohol or drugs, resort to accidental sex or mask them with various forms of aggression etc. (Collins et al., 2000). Humans desire to maintain close and supportive relationships with others, and their psychological and physical well-being depends on how well

they are able to do so (Baumeister, Leary, 1995). Functionalist theories of emotion indicate that emotionally expressive behavior is central to maintaining social bonds. Expressive behavior communicates information to others about an individual's emotional state and associated needs and intentions. Drawing from this functionalist perspective, it is possible to hypothesize that relatively greater use of suppression by men in their everyday lives will disrupt the normal flow of emotion-based communication and impede social functioning as a result.

On the basis of the synthetic analysis of the issues related to accessibility of emotions, one cannot ignore the self-assessment of convicts. The depravity of behavior involving the use of physical, psychological, sexual or economic violence needs to involve the ability of the perpetrator to ensure self-control outside the family environment coupled with such subordination of the household members to ensure that they meet the offender's psychophysical needs. The interpretation of macro- and micro-social phenomena and the accompanying emotional states of the perpetrator of violence plays an essential role as a factor in everyday life circumstances. The interpretation is, unfortunately, combined with the hypernarration of experiences, which in the event of emotional inaccessibility determine the mind of the perpetrator of domestic violence, becoming the state of that mind. Hypernarration is nothing more than a deformation of reality that is perceived in the context of emotional dysfunction – emotional inaccessibility (Cacioppo et al., 2000).

Importantly, hypernarration brings about a disturbing sense of security of the perpetrator of domestic violence and blames everyone without exception for the conditions. The offenders do not take note of the fact that they are emotionally inaccessible. At this point we can refer to the famous statement that "relatively much attention is paid to the personality characteristics of offenders using aggressive behavior, which include: emotional immaturity, impulsiveness, egocentrism, alienation, low level of self-valuation, low self-assessment, poor sense of security, lack of empathy and emotional warmth, personality stiffness and inability to compromise" (Pilszyk, 2007, p. 831).

The approach adopted by the researchers regarding the importance of human hypernarration and emotional inaccessibility and the level of self-assessment, also in the case of sex life, is not unambiguous for well-being. Many of them indicate that the correct narrative of emotional states is the natural well-being of individuals resulting from the process of socialization (Liddle et al., 1991). Interestingly, emphasis in the research of this issue is placed on how narrative of emotional states is determined by consciousness and intelligence. Apparently, this statement can be acknowledged, but the educational fact, which plays an important role in the process of understanding emotional states should not be overlooked (Obuchowski, 1984, p. 212). This 'nature' versus 'nurture' debate

conjures deep philosophical questions about free will and determinism. The 'nature' side may be criticized for implying that we behave in ways in which we are naturally inclined, rather than in ways we choose. Similarly, the "nurture" side may be criticized for implying that we behave in ways determined by our environment, not ourselves. Generally, sociologists point out that our environment is, at least in part, a social creation.

In the social dimension, the image of a male is changing, but there is still a belief that men should not expose feelings or flaunt emotions. Mass media, cinematography, the Internet, and magazines create the image of a man as a hero fighting for "the salvation of the world", and if emotional factors start to occur, they usually take the form of anger seeking an outlet in aggression and violence. Although the society is offered specific film productions, e.g. romances, in which it is difficult to expose aggression and violence, nevertheless the male is presented stereotypically, most often as a sensitive lover with a prominent erotic sphere, while the rich emotional sphere is ignored. This specific image, created by the media, becomes a pattern of behavior and creates a model for adolescent male youth. Importantly, the difficulties and dilemmas associated with perceiving oneself as a man living a full life in the social sphere result from the masculinity formula discussed above in an outline, which many adolescent boys identify with the sexual sphere, strength and domination. Many researchers point this out by emphasizing that many men are afraid of their own emotions, and when they try to come to the fore, they are displaced by them or given a sense different from the real thing (Izdebski, Ostrowska, 2003).

Emotions and their interpretation should be considered an element of well-being. Therefore, health understood as physical, mental and social well-being plays an important role in everyone's life. In accordance with WHO terminology (2002), it is associated with a set of emotional, intellectual, biological and social components of life that determine the adequate development of personality, love and communication skills. Health depends on many factors, including biophysical (endocrine, vascular, illness), psychological (depression and its treatment, mental health, sexuality, sex awareness) as well as social factors (Izdebski, 2012).

Despite countless unanswered questions, knowledge of the pathways and biological mechanisms connecting social factors with health has increased exponentially during the past years. Mounting evidence supports causal relationships between many social—including socioeconomic—factors and many health outcomes, not only through direct relationships but also through more complex pathways often involving biopsychosocial processes (Miller et al., 2009).

Emotional, psychophysical and physiological reactions in males who rely on use of abuse are variable and form a direct effect of hypernarration between stimuli and reactions (Depko, 2010). Many factors are responsible for inducing

aggressive behaviors, e.g. personality, needs or deviant disorders, as well as the neurohormonal system, neurotransmitter structure, microelements, performance of the cardiovascular and nervous systems (Depko, 2010). It can be remarked here that emotional inaccessibility in perpetrators of domestic abuse can be considered by taking into account sexual tension or unsatisfied needs on the biological and psychological level, as well as potentially from the perspective of dissocial disorders. The level of aggressive behavior varies, and by studying it the thoughts, underlying emotions and fantasies of the subject of examination can be identified. When the emotional inaccessibility is coupled with hypernarration of inaccessible emotional states, a condition is promoted that often includes aggressive behaviors (in this case, biological and neuropsychological deficits are disregarded) and in extreme cases this leads to sexual violence, whose background is associated with unsatisfied needs as well as serious dysfunctions in this area (Jakiel, 2010).

By further discovering insights in this area, it can be emphasized that in the case of so-called home events, the phenomena of violence are often obscured for various reasons, but social and institutional campaigns effectively encourage victims to take action aimed at preventing and stopping violent behavior from their partners. In the conditions of physical detention, the perpetrators of domestic abuse feel insecure because of isolation. Importantly, the self-narration associated with inaccessibility of emotional states changes in the company of other prisoners. The perpetrators assume the attitude of an unshakable, hard, cold male that is devoid of emotions, and in extreme cases go with the mainstream of prison culture. Importantly, separation from one's own emotions strengthens emotional inaccessibility, which results in a focus on relieving tension, e.g. at the biological level. It is worth noting that the relief of tension in isolation takes place in the form of physical exertion or a sexual act in the form of masturbation, as well as potentially oral or anal acts (which are of interest in this research). Of course, these are not the only reasons for sexual isolation. Another one is simply associated with unmet sexual need that finds an outlet in interest in pornography, in autoeroticism (Piotrowski, Ciosek, 2016, p. 437) or in homosexual activity (Hansen, 1968; Szaszkiewicz, Kamiński, 2006; por. Stöver, 2016, p. 255-266).

Unfortunately, in the conditions of isolation, and in the absence of adequate diagnosis based on psychological and psychiatric examination, it is difficult to talk about the rehabilitation of perpetrators of home abuse. As Sarzała writes, the destructive behaviors of prisoners create a pathological space of prison isolation that is resistant to social rehabilitation (Sarzała, 2013, p. 16).

Perpetrators of domestic abuse are people who can be classified according to the category of perpetration, e.g. perpetrator in crisis, horrified perpetrator, antisocial perpetrator. Behavioral depravity, or rather strengthening antisocial behaviors in the penitentiary system, tends towards tensions that arise as a result of unsatisfied needs in various dimensions, which in turn trigger impulsiveness, violence and aggression

(Wolff et al., 2006; Gaes, Goldberg, 2004; Dumond, Dumond, 2002; Sarzała, 2013, p. 91). In addition, fantasies, dreams, images and very important symbolic behaviors start to come to surface (Ostrowska, 2008, p. 256-257).

In this case, isolation without adequate therapy leads to the deterioration of the prisoner's attitude to the victim (emotional inaccessibility will be strengthened, accompanied by hypernarration of the actual state, i.e. condition of isolation), as well as reluctance that is boosted and aggression that is triggered in the prison conditions, as the perpetrators feel discomfort not only on the mental plane, but also on the physical side, including sexual tension, which consequently leads to the disturbance of the sense of security. Obviously, a matter that arises is concerned with the question whether security was actually obtained as a result of applying a violent behavior. In the opinion of the perpetrators the answer is positive, due to the control not so much their own emotional states (offenders give a positive answer), but that applied only to the external structure, i.e. families, partners, children.

1. Materials and methods

The objective of the study reported in this paper was to examine the relations between emotional control, sense of security, and self-assessment of the sex life of prisoners serving a prison sentence for committing domestic abuse crimes. The following research problems were formulated: Q1. What is the relationship between emotion control and a sense of security? Q2. What is the relation between the sense of security and self-assessment of sex life? Q3. What is the relation between emotional control and sexual self-assessment? The following research hypotheses were adopted: H1. Higher level of the emotional control of prisoners results in a higher sense of security; H2. Higher the quality of sex life is accompanied by a higher sense of security; H3. Higher the self-assessment of the sex life of prisoners is accompanied by a higher level of emotional control.

The adoption of such hypotheses resulted, among others, from the fact that the subjects in direct interviews reported feeling safely in isolation; moreover, they report no problem with coping with their own emotions, as well as control them and are aware of them. Importantly, many offenders indicated that they do not feel sexual tension and after serving the sentence, they are able to develop a normal relationship with a woman coupled with controlling sexual needs, and accounting for the quality of sex life.

2. Study group

The tests were conducted among 35 prison inmates in the period between March and June 2018 in one of the prisons (for safety reasons of prisoners, the

place of examination will not be disclosed). The arithmetic mean of age was 43.8 (median 46 years) with the standard deviation 8.75. The youngest person who took part in the study was 25 years old, the oldest 61 years old. Detailed data on education are summarized in the table below.

Table 1
Level of education of inmates

	N	%
Gymnasium	4	11.4
Vocational	13	37.1
Secondary vocational	4	11.4
Secondary	4	11.4
Higher/further	10	28.6
Total	35	100.0

3. Research tools

The present study applied the following research tools: : 1) SHIM questionnaire also known as the IIEF-5; 2) Scale of Watson and Greer Emotion Control and 3) safety assessment checklist.

The SHIM questionnaire (*The Sexual Health Inventory for Men*) questionnaire has been designed for assessing sex life in males, in particular for assessing the severity of erectile dysfunction. The questionnaire comprises 5 items. Each item is assessed on a five-degree scale (item 1, scored from 1 to 5) or six-level scale (items from 2 to 5 that are scored from 0 to 5). The maximum score is 25 points, and the minimum is 1 point. The questions in the questionnaire are concerned with the assessment of male sexual performance in the last 6 months. In the study of Bernstein et al. (2013), the internal compliance of the questionnaire calculated using the Cronbach's Alpha reliability coefficient was 0.97.
In the study reported by Cappelleri and Rosen (2005), the erectile dysfunction is classified according to five scales: 1) no dysfunction (22-25 points), 2) mild (17-21 points), 3) mild to moderate (12-16 points), 4) moderate (11-8 points), 5 strong (1-7 points).

Emotional Control Scale (*Courtauld Emotional Control Scale*, CECS) developed by Watson and Greer forms a tool applied in the diagnostics of emotional control, and consists of three subscales utilized to measure control of anger, depression and anxiety. Each subscale comprises seven questions. The scale also is applied for the purposes of measuring the overall emotion control performance, which is expressed the total of all three subscales. "The essence of the study is to determine the extent to which individuals are subjectively convinced about their ability to control reactions when experiencing specific negative emotions" (Lewicka et al., p. 105). The emotional state control is measured on a scale between 21 and 84. A high

score indicates a considerable level of suppression of negative emotions. The higher score means that suppression of negative emotions is greater. The scale was locally adapted by Juczyński (2001). Internal compliance measured with the Cronbach's alpha coefficient was 0.80 for anger control, 0.77 for depression control and 0.78 for anxiety control, and 0.78 for the entire scale (Juczyński, 2001).

The last research tool used in the present study involved the **safety assessment questionnaire** related to the inmates' perception of the penitentiary institution. Individual survey items were developed on the basis of interviews with prisoners, in which they were asked to determine, on the basis of their own experience, security elements in the isolation system that affect their performance in the mental, physical and emotional sphere. On the basis of the answers, a questionnaire consisting of 20 questions was developed. In this way, the inmates assessed their sense of security in the penitentiary institution by selecting answers from a variety of assessment marks: very high, high, moderate, low, very low.

4. Research conclusions

The analysis of research results was preceded by the presentation of descriptive statistics, which are presented in the table.

Table 2
Descriptive statistics for measured variables

	M	SD	Min	Max
Sexual life	3.9	.85	2	5
Sense of safety	57.4	10.8	40	97
Total result: emotions	92.4	4.76	79	99
Anxiety	44.7	5.11	29	52
Anger	23.2	1.99	19	25
Depression	24.6	2.66	19	29

The mean score in terms of self-assessment of sex life of prisoners who took part in the study was 3.9, with the standard deviation of 0.85. Thus, the obtained result is within the range indicating a considerable severity of erectile dysfunction in the examined prisoners. It can be noted at this point that the highest score obtained by the subjects in the sexual life self-assessment (5) also falls within this range (1-7). It can be concluded that all examined prisoners demonstrate a considerable degree of erectile dysfunction.

The table below presents the correlation coefficients between emotion control, self-esteem, sexual life and a sense of security.

Table 3

The correlation coefficients between emotion control, self-esteem, sexual life and a sense of security

	Anxiety control	Anger control	Depression control	Sexual life assessment	Sense of security
Emotion control: overall score	.692**	.453**	-.007	-.403*	-.076
Anxiety control		.142	-.574**	-.206	-.059
Anger control			-.016	-.386*	.056
Depression control				-.088	-.013
Sexual life self-assessment					.144

**. correlation is significant at a level of 0.01 (bilateral)

*. correlation is significant at a level of 0.05 (bilateral)

The correlation of variables demonstrated statistically significant relationships that occurred between anxiety control and the overall result of emotion control (positive dependence). This, in turn demonstrates that the higher the emotion control rate brings about a higher control of anxiety. A moderate positive dependence was recorded between anger control and the overall result gained in emotional control, which indicates that the higher level of emotion control leads to the higher the level of anger control. There was also a moderate negative relation between anxiety control and depression control, which demonstrates that the higher level of anxiety control is combined with the lower level of depression control. The correlation analysis revealed a moderate negative correlation between sexual self-esteem and the overall result of emotional control, which indicates that the higher level of emotional control is combined with the lower level of sexual life self-esteem and vice versa. Finally, there was a moderate negative dependence between sexual self-esteem and anger control. Thus, the higher the control of anger, the lower the level of sexual life and vice versa.

5. Results

A. The attempt to interpret the results of the study presented above revealeda high level of positive correlation (Rho = 0.692; p <0.001) between anxiety control and the overall result of emotion control among the examined inmates. A positive correlation indicates an increase in the intensity of emotions along with the an increase on the anxiety scale in perpetrators of domestic abuse. Strong intensification of emotions, in particular negative ones, implies a number of adverse consequences in terms of achieving a kind of coherence in the psychophysical sphere of convicted men, including developing relationships with another person. It is worth emphasizing here that we are talking about bilateral correlation, and thus the increase in negative emotions entails an increased

sense of anxiety experienced by the subjects. Such conditions can create a kind of a vicious circle in which:

1. sense of anxiety = intensification of emotions;
2. intensification of emotions = sense of anxiety.

The finding from the study presented above indicates a serious disturbance of the sense of security, manifested in inmates by e.g. strong feeling of anxiety correlated with emotions accompanying such conditions and with the available ways of expressing them towards other individuals. The results represent the high rank of this problem and require reconsidering the methods of social rehabilitation of domestic abuse offenders in the context of ways of experiencing and manifesting both positive and negative feelings.

B. It is equally interesting to note the results of the correlation between anger experienced by the inmates and the degree of intensity of emotions, which is in the range of $Rho = 0.453$; $p < 0.001$. The presented results demonstrate that experiencing strong negative emotional states contributes to the intensification of emotions in general, such as anxiety and depressive behaviors. Considering the specificity of the research and living conditions of convicted subjects, it should be noted that in general individuals who commit deviant behaviors tend to be accompanied by the lack of ability of coping with difficult life situations, and the only way to overcome them is associated with outbreaks of anger, which often take the form of extremely aggressive behaviors. In most cases, these behaviors are directed against unrelated third parties, such as friends or colleagues as well as family members. The causes that trigger them, as already mentioned, can be tracked to the lack of the ability to cope with emotions, which results from both the faulty socialization and upbringing processes. A growing body of evidence suggests that children's emotions and emotion-related processes influence emerging social competencies and emotional/behavioral maladjustment. For instance, socially competent children demonstrate appropriate levels of positive affect during social exchanges, and such positive affect facilitates the initiation of social exchanges and friendship formation (Denham, McKinley et al., 1990). In contrast, children who experience difficulties controlling their expression of negative emotion tend to have difficulty managing their anger during difficult and conflict situations (Denham et al., 2003). The deviant behaviors may also stem from the living conditions of the prison inmates, where the natural human impulses that cannot be satisfied in accordance with social norms become a motif for destructive and self-destructive behaviors.

C. The result of the correlation between the sense of anxiety and the scale of depressive behavior ($Rho = -0.574$; $p < 0.001$), demonstrates that a strong

sense of anxiety experienced by perpetrators of domestic abuse significantly decreases the symptoms of depressive behavior. At this point it should be shown that the anxiety felt by convicts leads to the intensification of emotions demonstrated by the investigated group of prison inmates. In the conditions marked by the strong sense of anxiety, depressive behaviors, which should be understood as the withdrawal of the convict, problems with concentration and sleep are not recorded. The decreasing parameter of depressive behaviors may be related to the outcomes of anxiety. A person who feels a long-lasting feeling of anxiety, perceives the world as a potential threat and demonstrates an increasing readiness to repel any attack, which may result in the individual being in the feeling of having to constantly maintain control over the environment. Anxiety may also influence violent and antisocial behavior. A high proportion of criminal subjects suffer from sociopathy and psychopathic individuals were said to be incapable of anxiety and remorse. Moreover, depressive and anxious symptoms frequently coexist, even so that the discrimination between both becomes difficult when there is only a mild to moderate symptom intensity (Rouillon, 1999).

D. The principal objective of this research was to compare the results related to the sense of security and the quality of sex life of prison inmates convicted of acts of domestic abuse. The result (Rho = -0.403; p < 0.001) presents a negative correlation of the presented phenomena. The result implies that the intensification of emotions, such as anxiety, anger or depression, results in numerous disorders in the process of developing positive relationships with partners, including difficulties in maintaining a fair standard of sex life of convicts. At this point one should refer back to the personality of a perpetrator of domestic abuse. There are many portraits of the offenders in psychology literature, but none are clearly defined and dominant. The most cited typology is likely to be that of Holzworth-Munroe and Stuart (1994) which, based on evidence of three different dimensions of aggression (severity of violence, generality of violence and presence of psychopathology or personality disorder) suggested the existence of three types of abusers: The first type corresponds to the family only abuser who is described as less deviant on a number of indicators including impulsivity, alcohol and drug abuse and criminal behavior. The second type has been called the borderline/dysphoric abuser. They tend to get involved in moderate to severe violence. They show emotional problems, especially those related to anger management and jealousy. The third type is the generally violent/antisocial abuser. They tend to use moderate to severe physical, psychological and sexual violence. These men are likely to have a family of origin history of abuse and involvement with delinquency. They also present deficits in social skills as well as positive attitudes towards violence and likely view violence as an

appropriate response to any provocation. The statement that is common element to all these types and theories related to domestic violence gives that the offender acts as a result of strong emotions, the cause of which can reach a multidimensional character. A common characteristic of subjects who resort to committing physical, psychological, economic or sexual violence against their relatives is associated with the tendency to dominate, which creates a sense of security in the abuser. The life sentence causes the offenders to suddenly compel themselves to adapt to different living conditions. By feeling lonely and having to adapt to a new environment, they often feeling anxious and ashamed of expressing emotions. This, on turn, results in intensifying destructive behaviors and developing irrational perception of reality, which results in sudden anger outbursts, a strong sense of anxiety or deterioration of depression. The process of social rehabilitation to which convicts in prison are subjected focuses rather on eliminating their destructive behavior that is recorded in the prison, and not on the effort to get to know and remodel the emotional or spiritual sphere of convicts. Such a sequence of things completely destroys the possibility for repeat offenders to achieve correct relations with their immediate surroundings, including a high level of their sex life. However, rehabilitation and social reintegration are – along with retributive justice and deterrence – among the main objectives of modern penal systems. According to the European Court of Human Rights, 'while punishment remains one of the aims of imprisonment, the emphasis in European penal policy is now on the rehabilitative aim of imprisonment' (Balafoutas et al., 2020). But how successful are prison sentences in fostering pro-social behavior and promoting the future integration of inmates into social and economic life? The debate among criminologists about whether prisons have a positive effect on deterring inmates' criminal behavior remains unresolved. Generally speaking, different schools of thought have expressed contradictory points of view in this regard (Gendreau et al., 1999). The first one is optimistic and claims that, in line with the concepts of specific and general deterrence, prison sentences suppress criminal behavior. In support of this view and in particular specific deterrence, recent evidence from Norway points towards a preventive effect of time spent in prison on subsequent criminal activity and recidivism by individuals and within their family and criminal network (Bhuller et al., 2018). The second goes in the exact opposite direction, claiming that prisons promote criminality given the psychologically destructive and inhumane conditions (Chen, Shapiro, 2007) and the possibility of acquiring new criminal skills from one's fellow inmates (Bayer et al., 2009). Hence, the discussion over the effect of prisons on inmates remains open. In any case, more work is needed to understand inmates' social behavior in order to design effective policies to prevent or rehabilitate criminals.

E. The final element of the study involved the search for the correlation between the level of anger in the offenders and the quality of their sex life, which is on a scale (Rho = 0.386; p < 0.001) and indicates a negative relationship, i.e. that as anger increases, the level of sex life decreases and vice versa. Natural sexual desire and the need to establish close relationships with another person are strongly disturbed due to isolation, and the way of satisfying them goes inward, thus creating a sense of calm in the prisoner, which, however, at a later stage leads to frustration and can turn into outbursts of anger, anger, and reducing sexual life only for the desire to physically relieve sexual tension. This state of affairs leads to objective treatment of the partner and prevents contact with him and maintaining positive relationships based on love and intimacy.

6. Discussion

Emotional inaccessibility, including autonarration, entails far-reaching outcomes in terms of developing social and family relationships. Sexual act in a marriage or informal relationships is just as important element in developing relationships as the mental, emotional and physical sphere. It can be mentioned that the human sexual sphere forms a sophisticated component of human psychophysicality. Very often it is tabooed (vide: Stöver, 2016, p. 255-256) or worse – it fall victim to ideological experiments. At other times, its value is marginalized, as the role that is played by it in the procreative process or in building permanent interpersonal relationships is disregarded. Individuals need to perform roles simultaneously in various spheres of life. Dissonance and disorder in one sphere leads to disorder, chaos and collapse in other spheres. Penitentiary isolation contributes to deprivation of the need to enter an intimate, very personal relationship with another person. The effect of isolation is related to the issue of further loss of sense of security discussed here, which has already become apparent in acts of violence against immediate family members. The lack of this feeling was, after all, one of the causes of aggression and violence against loved ones in convicts, examined for the purposes of the presented article. Penitentiary isolation devastates the sexual sphere to such an extent that after leaving prison, the ex-prisoner needs to also face challenges in this sphere. Often scattered constructs of self-understanding as a sexual being force a person leaving prison to undergo a remodeling of their own sexual activity, which during their stay in prison was focused only on relieving sexual tension. The activity of an inmate who is about to leave prison needs to be an expression of emotional and spiritual bond with another person.

In the context of the research presented here, it is clearly seen that a kind of triangle – hypernarration and emotional accessibility (unavailability) – sense of

security – sexual activity of prisoners – perpetrators of domestic abuse – reveals not only the degree of deprivation of prisoners but also, and perhaps above all, clear deficiencies of the penitentiary system itself, which often deviates and strengthens abusive behaviors. In this context, it appears that it is necessary to include actions aimed at the humane and subjective treatment of prisoners. This applies not only to the increasingly serious occurrence of drug addiction, but perhaps even to the more serious problem of not being able to use socially acceptable forms of satisfying sexual needs. It is not uncommon for prisoners to be deprived of the opportunity to meet their basic needs, which without a doubt include sexual needs, are implemented part of the punishment, in addition to, e.g., inferior medical care, reduced food quality or lack of access to other pleasures (Stöver, 2016, p. 256). Substitutes that prisoners have to adapt in the prison conditions deteriorate their characters when they leave prison, which particularly requires healthy relationships, including sexual relations, as a *sine qua non* condition for returning to "normality". Drawing on theory and research that emphasizes the importance of social ties on offending and desistence, scholars have highlighted several theoretical pathways through which visitation can be beneficial for inmates, including reducing strain, maintaining social bonds, and providing access to social resources during and after incarceration (Cochran, Mears, 2013).

The study reported in the paper inclines to call for a verification of the psychosexual behavior of representatives of non-prison environments that are removed from social consciousness, which to a different degree are characterized and expressed by the phenomenon of more or less induced isolation (among military, clergy, athletes, scholars). One of the criteria for the selection of the above-mentioned professions as the potential sources of insight is associated with the criterion of disturbed sense of security, the lack of which is particularly apparent in their case. Information repeated in the media and focusing on an inadequate, pathological and criminal behavior in the area of sexuality of representatives of these professions seems to be sufficient motivation to undertake such research. Another aspect of the problem that is important from a research point of view is related to the approach involving restraining feelings and maintaining narration explored in the article. Some of these professions (military, clergy) naturally fulfill this criterion.

Problems related to the sexual life of prisoners should become subjects of specialist consultations with dedicated specialists (namely, doctors, psychologists, sexologists). Most often, however, prisoners have to cope with these problems alone. Problems with sex life, like problems with mental health, are considered in society, especially in the prison environment, as shameful and as an issue related to personal and intimate life, which prevents people dealing with these problems using professional help.

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Influence of self-esteem on relationships in inclusive educational environment[1]

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Abstract

The article considers the features of social integration children with special needs in inclusive educational environment. The importance of appropriate self-esteem is emphasized. The main points of self-esteem are examined in children of traditional and inclusive classes in schools of Lviv region Ukraine. Tolerance and respect for children with special needs by pedagogical staff and students brings their result in the process of communication. Creating a supportive, casual atmosphere in the school, recognizing the uniqueness of each, supporting each member of the team, significantly improves the effectiveness

of children's education and communication. The author also emphasizes the importance of using differentiated approach to children with special needs in inclusive educational environment. It was found that more students with low self-esteem are in inclusive classes, and the level of self-esteem in general among inclusive students is slightly lower than the self-esteem level of students in traditional classes in Ukrainian schools according to the data of the research.

Introduction

One of the problems of inclusive education is the establishment of relationships between children with psycho-physical disabilities and peers with typical development in the inclusive class. One of the most difficult aspects of this problem is finding ways and means to overcome obstacles in the student's interaction with the class. The work of many scientists is devoted to the study of the peculiarities of mutual relations in the team (Vettese, Dyer, Li, Wekerle, 2011). Approaches to solving the problem of student's joining a new class, problems of self-perception and transition to next level of education are especially important scientific issues (Wigfield, Eccles, MacIver, Reuman, Midgley, 1991). The problem of influence of social and psychological environment on the adaptation of students in the new class group is very relevant nowadays, because of significant amount of children with behavioral problems such as Attention Deficit Hyperactivity Disorder (Rief, 2005) Previous literature has shown that higher levels of self-esteem help youths to engage in positive health maintenance behaviors and avoid substance use (Dalgas-Pelish, 2006)

Children with disabilities, who are enrolled in an inclusive class, are not always adequately perceived by the peer group. The formation of relationships of students in inclusive class is influenced by many factors, in particular, the influence of parents of students with typical development on positive relationships in the classroom, the individual features of psychophysical development of each student-participant of inclusive collective. Also, important items are training of typical children and their parents, work of pedagogical staff, level of cooperation of specialists (Chopik, 2011). At present, the problem of forming a team in an inclusive class is urgent due to the lack of competence of teachers. The priority of inclusive school teachers is the formation of positive relationships between children, the creation of a favorable atmosphere in the team by involving children to extracurricular activities, etc. Forming positive relationships among children in an inclusive classroom is an important area of work for the classroom teacher.

The relationships of the students in inclusive classes do not form spontaneously; the use of traditional ways and methods is insufficient to educate the team. The analysis of literary sources and practice shows that one of the conditions for forming relationships between children in an inclusive class is a positive attitude towards teachers from parents. Often in Ukraine teachers are not competent enough to form an inclusive class (Chopik, 2013). Positive relationships are also important part of successful interventions targeting social-emotional behaviors in the school (Taal, Ekels, van der Valk, van der Molen, 2017). It is important to avoid physical and mental health impairment caused by stress (Shankar, Park, 2016).

The aim of the study is to discover the main conditions for successful integration of the child with special needs into inclusive educational environment, to compare the level of self-esteem in traditional and inclusive classes and to analyze the role of appropriate self-esteem of children in inclusive educational process.

Theoretical framework. In the educational process of an inclusive class, behavioral and social goals are prioritized over training goals in the structure of an individual program of development of a child with special needs. Therefore, a differentiated approach to children with special needs should be focused on the needs of all students (Chopik, 2014). A differentiated approach to different groups of students, taking into account typological features of their neurodynamics, mental capacity, purposefulness and independence in activity, its motivation, volitional qualities is manifested not only in the differentiation of program requirements of mastering the relevant educational material, but also the differentiation of corrections. Differentiation provides a systematic approach to the education of diverse children's teams and is an important component in the planning of the educational process. The differentiated approach in an inclusive educational process is based on the following beliefs: students of one age differ in their readiness for learning, interests, learning styles, experiences, inclinations, life circumstances, and personal experiences. Pupils of an inclusive class also differ in individual psychological characteristics, which certainly influences the formation of their interpersonal relationships, communication and understanding each other, one of the most important item of this process is the forming appropriate (positive) students' self-esteem, but high self-esteem is not always a good thing. There is increasing recognition that high self-esteem is heterogeneous. Recent research suggests that individuals who report having high self-esteem (i.e., have high explicit self-esteem) behave more defensively to the extent that they have relatively low implicit self-esteem (Jordan, Zanna, 2005).

Studying in inclusive classes of children with special educational needs, on the one hand, helps them to adapt to usual life situations, get rid of the feeling of isolation, alienation, promotes the disappearance of social barriers and integration into society, on the other hand - teaches the student community to work

together, they create a sense of responsibility for those who need not only help but, above all, acceptance and recognition.

The main purpose of inclusive education is to achieve qualitative changes in the personal development of children with special needs. However, inclusivity does not mean assimilation or the desire to make everyone the same; its key component is flexibility, considering the personal characteristics of each child. In establishing effective communication of students in inclusive class, there is the social and psychological characteristics of each student that is one of the determining factors for successful interaction.

The modification and adaptation of the educational environment implies the creation of an acceptable and favorable environment for the realization of developmental and educational tasks. Effective correction and development process contributes the development of the personality of a child with special needs on the basis of their abilities, motives and opportunities, the development of motivational, informational, operational and emotional components of communication activities, special organization of communication of a special child with peers, aimed at forming ideas, assessing interpersonal relationships, gaining communicative experience. Tolerance and respect for children with special needs by pedagogical workers and students brings its result in the process of communication of students of inclusive class, because a special child will not feel tension in relations, will feel interested in his friends and feel his own value (Trautwein, Lüdtke, Köller, Baumert, 2006)

One of the problems of inclusive education is the establishment of relationships between children with disabilities and their peers. Children with disabilities who are in an inclusive class are not always adequately perceived by the peer group. Typical children's behavior can be a decisive component of the success or failure of students with special educational needs. The integration of children with special needs into the peer group contributes the development of their communication skills (Shilling, 2015). The setting of typical children can become a decisive component of the success or failure of students with special educational needs (Shipitsina, 2004). Children with special needs become bullying more often than other children. They are more often can be ignored by peers and feel alienated. Even though the difference between children with special needs and their peers is insignificant, it is still reflected in many areas (Chopik, 2012). Objective complication of contact of children with special needs leads to slowing down of social settings, they have a low mood, tendency to seclusion, increased irritability, negative tendencies of development of all components of self-consciousness. We can meet even the cruelty of healthy children in modern schools to children with special needs.

Creating a supportive, casual atmosphere in the school, recognizing the uniqueness of each, supporting each member of the team, significantly improves the

effectiveness of children's education and communication. Teachers should encourage friendly relationships, promote communication and interaction between students, which will certainly reduce social stratification. Friendship in a team is one of the most important outcomes of the learning process (Tanaka at al., 2011)

Inclusive education helps children with special needs to adapt to normal life situations, integrate into the general society, get rid of complexes, sense of isolation, promote the disappearance of social barriers and segregation, the emergence of a sense of identity and involvement. Integration of children with special needs into the peer group contributes to the formation of their communicative skills - communication, finding common ground and consensus, solving conflict situations. An inclusive teaching approach overcomes the psychological barrier in the process of combining and understanding typical and special needs children at school and in society in general (Twenge, Twenge, Campbell, 2010).

In order to compare indicators of individual and group characteristics of students of inclusive class with identical characteristics of peers, research was also conducted in classes with traditional education.

Methodology. Method of research is Dembo-Rubinstein's self-esteem examination in the modification of A. M. Prichozhan (1999).

This technique is based on the students' direct assessment of several personal qualities, such as health, ability, character, and so on. The subjects are asked to mark on vertical lines the level of development of these qualities (self-esteem index) and the level of tries, that is, the level of development of the same qualities that would satisfy them. Each subject is offered by a method sheet containing instructions and tasks.

Instruction. "Each evaluates his/her abilities, capabilities, character, etc. The level of development of each quality, the sides of the human face can be conditionally depicted by a vertical line, the lower point of which will symbolize the lowest development, and the upper - the highest. Students are offered five such lines. They denote:

1) intelligence;
2) peer authority;
3) skillful hands;
4) appearance;
5) self-confidence.

On each line, mark with a (-) mark how you evaluate the development of this quality, the side of personality now. After that, mark (x) at which level of development of these qualities, the parties you would be satisfied with yourself or feel „proud of yourself".

The test subject is given a form showing five lines, each height 100 mm, with the upper, lower points and the middle of the scale. In this case, the upper and lower points are marked by prominent features, the middle - barely noticeable point.

The technique can be carried out both frontally – with the whole class (or group) and individually. In frontal work, it is necessary to check how each student has completed the first scale. It is needed to make sure the suggested icons are applied correctly, and the question answered. After that the subject works independently. Time taken to complete the scale with reading the instruction, 10-12 min.

Processing is carried out on six scales (the first, training – „health" – not considered). Each answer is expressed in points. As noted earlier, the length of each scale is 100 mm, according to this answer students get a quantitative characteristic (for example, 54 mm = 54 points – 54%).

1. For each of the six scales, determine:
   a) level of claims - the distance in mm from the lower point of the scale („0") to the sign „x";
   b) the height of self-esteem - from „o" to the sign „-";
   c) the value of the discrepancy between the level of claims and self-esteem - the distance from the sign „x" to the sign „-", if the level of claims is below self-esteem, it is expressed by a negative number.

2. Calculate the average of each indicator of the level of self-esteem on all six scales. The level of tries. Norm, a realistic level of tries, characterizes the score from 60 to 89 points. Optimal – relatively high level – from 75 to 89 points, confirming the optimal idea of their capabilities, which is an important factor in personal development. A score of 90 to 100 points usually attests to the unrealistic, uncritical attitude of children to their own capabilities. A score of less than 60 points indicates a low level, it is an indicator of a person's unfavorable development.

The height of self-esteem. Scores ranging from 45 to 74 („medium" and „high" self-esteem) indicate realistic (adequate) self-esteem.

A score of 75 to 100 and above indicates an overestimation of self-esteem and indicates some deviations in personality formation. Excessive self-esteem can confirm personal immaturity, inability to properly evaluate the results of their activities, compare themselves with others.

1. Processing and interpretation of results

1.1. General characteristics of the groups studied

Experimental research base:
   1. Zolochiv Secondary School №2 them. M. Shashkevich (inclusive education experience – 4 years), 7th grade classes.

2. Zolochiv Secondary School №4 (inclusive education experience – 5 years), 6th grade classes.
3. Gliniansk Secondary School (inclusive education experience – 4 years), 5th grade classes.
4. Voronyatska Secondary School (inclusive education experience – 6 years), 6th grade classes. All the schools are in Lviv region, Ukraine.

The study groups are classes of general secondary education institutions in urban and rural areas. In total, four general secondary education institutions were covered by the study, three of which were general education schools of urban area and one institution – a secondary school of countryside. At each educational institution, students were studied in two parallel classes: inclusive and traditional.

Table 1
Level of self-esteem of students from inclusive and traditional classes

Criteria of self-esteem	Inclusive class			Traditional class		
	Low level of self-esteem	Medium/high Level of self-esteem	Overstated level of self-esteem	Low level of self-esteem	Medium/high Level of self-esteem	Overstated level of self-esteem
Intelligence	19.7%	65.1%	24.2%	12.1%	63.6%	24.2%
Peer authority	19.7%	44.0%	36.4%	19.7%	42.4%	37.9%
Skillful hands	22.7%	37.9%	39.4%	19.7%	41.0%	39.4%
Appearance	19.7%	47.0%	33.3%	9.1%	54.5%	36.4%
Self-confidence	24.2%	30.3%	45.5%	6.1%	39.4%	57.6%

In the course of empirical work, personal traits (self-esteem level) in classes with inclusive and traditional education were explored. Comparison of the results of self-esteem of students with inclusive and traditional education showed that in the classes with inclusive education low self-esteem was observed in 21.2% of students, medium/high – in 43,0%, overstated – in 35.8% of students. In classes with traditional education, a low level of self-esteem is observed in 13.3% of students, medium/high – in 47.6% of students, overstated – in 39.0% of students. Consequently, more students with low self-esteem are in inclusive classes, and the level of self-esteem in general among inclusive students is slightly lower than the self-esteem levels of students on traditional education.

1.2. Analysis of the results of the study of the social and psychological position of students in a classroom with an inclusive education (experimental group)

In the 6th grade with inclusive education emotionally disadvantaged position is observed in 12 students, expressive cognitive interests – in 2 students, a favorable social and psychological position – in 4 students, play position – in 0 students.

In the 6th grade with inclusive education (6-A class), an emotionally disadvantaged position is observed in 11 students, expressive cognitive interests – in 3 students, a favorable socio-psychological position – in 0 students, play position – in 0 students.

In the 5th grade with inclusive education, an emotionally disadvantaged position is observed in 9 students, expressive cognitive interests – in 1 student, a favorable socio-psychological position – in 6 students, a playing position – in 0 students.

In the 7th grade with inclusive education, an emotionally disadvantaged position is observed in 5 students, expressive cognitive interests – in 8 students, a favorable socio-psychological position – in 5 students, a playing position – in 0 students (Figure 1. Socio-pedagogical position of the 6th grade students).
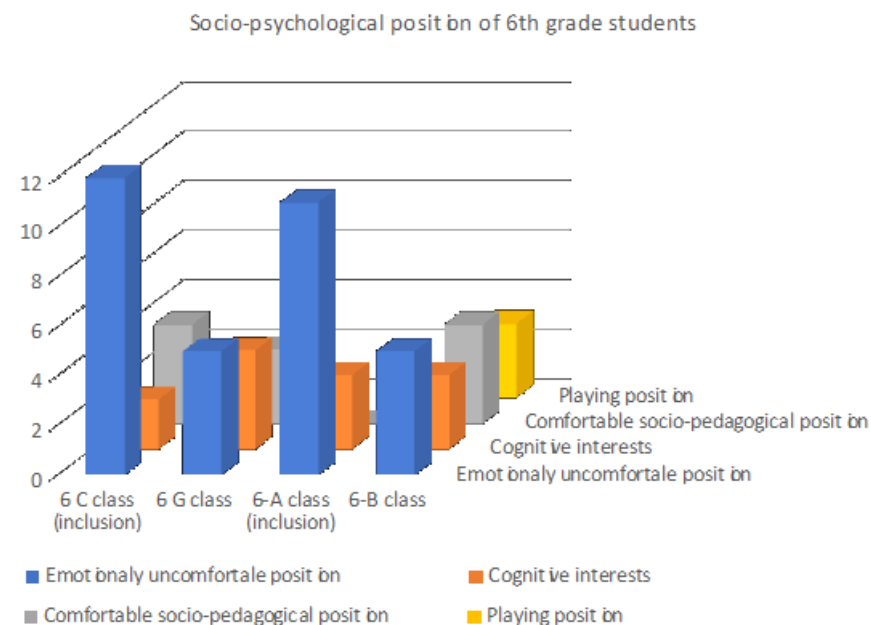

Figure 1. Socio-pedagogical position of the 6th grade students.

1.3. Analysis of the results of the study of the social and psychological position of students in the classroom with the traditional education (control group)

In 6th grade with traditional education (6-G class), an emotionally disadvantaged position is observed in 5 students, the expression of cognitive interests – in 4 students, a favorable socio-psychological position – in 3 students, the playing position – in 0 students.

In 6th grade with traditional education (6-B class), an emotionally disadvantaged position is observed in 5 students, expressive cognitive interests – in 3 students, a favorable socio-psychological position – in 4 students, play position – in 3 students.

In 5th grade with traditional education, the emotionally disadvantaged position is observed in 3 students, the expression of cognitive interests – in 4 students, the favorable socio-psychological position – in 9 students, the playing position – in 1 student.

In the 7th grade with traditional education, an emotionally disadvantaged position is observed in 12 students, the expression of cognitive interests – in 0 students, a favorable socio-psychological position – in 5 students, the playing position – in 5 students (Figure 2. Socio-psychological position of 5 and 7th grade students).

Despite, lower level of self-esteem of students in inclusive classes, we discovered that there are more students in emotionally disadvantaged position in traditional classes. In our opinion, that means that support and psychological climate is more developed in inclusive classes.
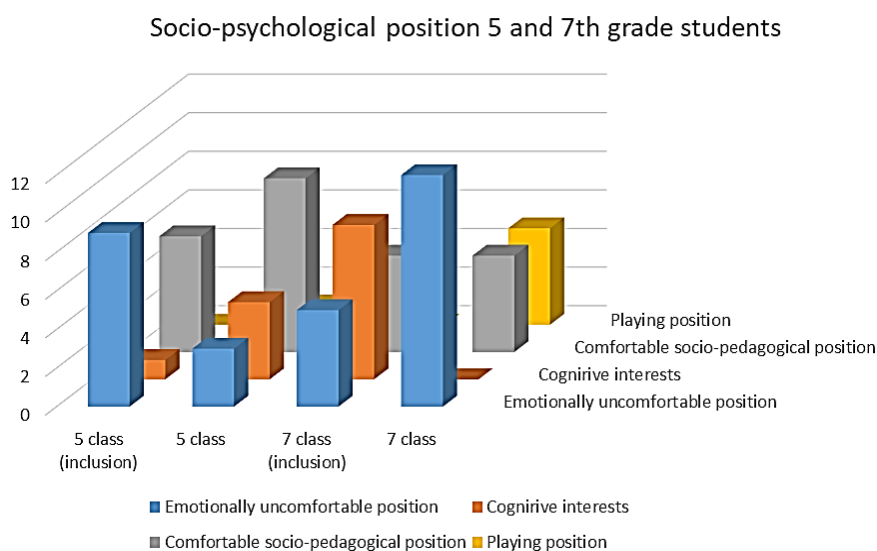

Figure 2. Socio-psychological position of 5 and 7th grade students.

2. Discussion

Self-esteem's enduring fascination reflects, in part, its associations with important life outcomes, such as psychological adjustment, academic success, physical health, and relationship satisfaction. The extent to which self-esteem causes these outcomes, however, remains controversial (Jordan, Zeigler-Hill, Cameron, 2015).

Moreover, the positive psychological climate is especially important for development of appropriate (positive) self-esteem. Self-critical rumination and its associated negative metacognitions, levels of depression and self-criticism independently predict self-esteem. However, one might not exist without the other (Kolubinski, Nikcevic, Marino, Spada, 2019).

The strategic goal of the education and training of children with special needs is their social integration, which requires the creation of special educational and socio-psychological conditions.

Some researchers showed that there is evidence that positive bias in self-perceptions has the role to protect students with widely spread disorders, such as Attention Deficit Hyperactivity Disorder, against their common failure and it is linked with executive dysfunction associated with the disorder. It also has a strong impact on the psychosocial adjustment of these children (Molina, 2013). This statement is truly relevant for wide group of students with different special needs in inclusive educational environment. Important thing is also professional preparation in school and educational psychology (Oakland, Hatzichristou, 2014)

An important role in this process is played by the establishment of an effective process of interpersonal interaction of a child with special needs with his or her peers during the educational process. Socio-psychological characteristics of each student is one of the determining factors for successful interaction (Serdiuk, 2018). Tolerance and respect for children with special needs by pedagogical staff and students brings their result in the process of communication of students of inclusive class, because a special child will feel dignity (Vettese, Dyer, Li, Wekerle, 2011). Education is the main way of correcting a child's development, as it is the leading type of activity and is inseparable with education as a means of managing the socialization of the individual (Webster, Kirkpatrick, Nezlek, Smith, Paddock, 2007). It was also proved that interventions to deal with social anxiety and shyness should include a strong focus on self-esteem issues and less on social skills. (Simpson, Atkinson, 2019) Positive student–teacher relationships (student-rated) predicted greater social skills scores in grade 4, but as these children move on to 5th, 6th and 7th grade, the teachers may come to see them as clingy or socially helpless rather than as socially competent (Sørlie, Hagen, Nordahl, 2020).

Thus, the concept of psychology of inclusive education implies understanding of teachers at school, parents of children with typical development and their children features of behavior of children with special needs. Nowadays, interpersonal relationships are complicated, and the role of psychological factors of human relationships is increasing (Jones, 2018). Prior to establishing good communication in student groups, it is necessary to prepare students with typical development and students with special needs, so that the process of joint learning in an inclusive class is as productive and mutually beneficial as possible for all participants in the educational process.

Inclusive learning is based on two aspects of student development: academic (cognitive) and social (affective, emotional). In inclusive schools, more attention is paid to developing a cognitive curriculum to support academic achievement. Much less is given to the social development of children with special needs.

Although, in theory, inclusive learning is based on students' social interaction with each other in the educational process (Wigfield, Eccles, MacIver, Reuman, Midgley, 1991). All the interventions should be used systematically (Bharara, 2019). It is extremely important to build the pattern of attitudes and skills of hardiness that form the pathway to the resiliency (Maddi, 2013). It is known that need for cognition is positively related to preferences for assessment feedback, need for closure with consistency feedback, and need for self-esteem with enhancement feedback (Vaughan-Johnston, Jacobson, 2019).

Conclusions

It goes without saying that the positive, appropriate self-esteem has decisive influence on the social success of the child in inclusive educational environment. But the level of self-esteem is still lower in inclusive classes in Ukraine according to the data of our research in Lviv region. The process of forming positive self-esteem should start from appropriate assessment of individual characteristics of the child, implementation of differentiated approach to forming important social skills and comprehensive multidisciplinary support in inclusive educational environment in general. But better psychological climate in inclusive classes, as it discovered, make us think that inclusive education is useful for personal development of the child with special needs.

It can be supposed, that with further consistent development of inclusive educational policy in Ukraine, the level of self-esteem of inclusive classes' students will be increasing.

Further research is needed for better understanding the practical mechanisms of forming productive social interaction in inclusive educational process of Ukrainian schools. The means of increasing the effectiveness of the teachers in the process of forming appropriate relationships in inclusive educational environment should be discovered as well.

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Dla tekstów wydawanych w języku polskim – reguły APA są szczegółowo opisane w publikacji *Standardy edytorskie naukowych tekstów psychologicznych w języku polskim na podstawie reguł APA* (Harasimczuk, Cieciuch, 2012), którą można pobrać ze strony Wydawnictwa PWSZ w Koninie (http://www.pwsz.konin.edu.pl/userfiles/files/IN_PWSZ/Wydawnictwo/APA-PL.pdf) lub wydawcy (http://liberilibri.pl). Prosimy o dokładne zapoznanie się z tą publikacją i przestrzeganie wszystkich reguł. Użyto je m.in. w niżej podanych publikacjach (E. Przykłady pozycji bibliograficznych).

Jeśli chodzi o język angielski, styl APA jest opisany jeszcze bardziej szczegółowo w *Publication Manual of the American Psychological Association* (2010), ale na potrzeby autorów i redaktorów w większości przypadków z pewnością wystarczą skrócone wersje opisu dostępne w sieci (np. https://owl.english.purdue.edu/owl/resource/560/01/).

W przypadku języka niemieckiego polecamy pozycję *Zusammenfassung der APA-Normen zur Gestaltung von Manuskripten* (2007), która znajduje się w sieci (http://www.gillesdutilh.com/BAmaterials/Zusammenfassung_APA.pdf).

Można również skorzystać z książki Cieciucha (2013), napisanej w języku polskim, oraz artykułów w anglojęzycznym czasopiśmie *Studies in Second Language Learning and Teaching* (http://pressto.amu.edu.pl/index.php/ssllt/index). Publikacje te są bardzo dobrymi i bogatymi przykładami, w których użyto stylu APA.

Pracę należy dostarczyć redakcji KSSE w wersjach zapisanej na płycie CD.

UWAGA: Prosimy o przemyślane stosowanie wyróżnień i tabulatorów, nadużywanie ich bardzo utrudnia pracę nad tekstem.

UWAGA: Jeżeli materiał ilustracyjny pierwotnie przygotowany w wersji barwnej (mapy, wykresy, schematy itp.) ma być zamieszczony w pracy jako czarno-biały, powinien być tak przygotowany przez autora, żeby był wystarczająco czytelny w druku czarno-białym (w dobrej rozdzielczości).

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E. Przykłady pozycji bibliograficznych

Bibliografia powinna zawierać jedynie te pozycje, na które autor powołuje się w tekście.

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