



## LATENT STRUCTURE OF INTERPERSONAL TRUST AND GROUP AFFILIATION OF CHILDREN WITHOUT PARENTAL CARE

## LATENTNA STRUKTURA INTERPERSONALNOG POVJERENJA I GRUPNE PRIPADNOSTI DJECE BEZ RODITELJSKOG STARANJA

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### ABSTRACT

The aim of the study was to determine the latent structure of manifest variables of interpersonal trust and group affiliation of children without parental care. The research included a sample of 122 respondents of both genders, who benefited care in the Children's SOS Village in Gračanica, the Village of Peace in Turija and the Home for Children without Parental Care in Tuzla. In order to verify the set aim of the research, the Scaler of group affiliation and the Interpersonal trust test were used. A multivariate method of exploratory factor analysis was used to determine latent dimensions. The obtained data processed in the statistical package SPSS 20 for Windows. Based on the obtained research results, four factors were determined that determine the cause-and-effect relationships of interpersonal trust and group affiliation of children without parental care.

**Key words:** Children without parental care, educator, interpersonal trust, group affiliation.

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## SAŽETAK

Cilj istraživanja bio je utvrditi latentnu strukturu manifestinih varijabli interpersonalnog povjerenja i grupne pripadnosti djece bez roditeljskog staranja. Istraživanjem je obuhvaćen prigodan uzorak od 122 ispitanika oba pola, koji su zbrinuti u Dječijem SOS selu Gračanica, Selu mira Turija i Domu za djecu bez roditeljskog staranja u Tuzli. U svrhu provjere postavljenog cilja istraživanja korišteni su Skalerni grupne pripadnosti i Test interpersonalnog povjerenja. Za utvrđivanje latentnih dimenzija korištena je multivarijatna metoda eksplorativne faktorske analize. Dobijeni podaci obrađeni su u statističkom paketu SPSS 20 for windows. Na osnovu dobijenih rezultata istraživanja dobijena su četiri faktora koji determinišu uzročno-posljedične veze interpersonalnog povjerenja i grupne pripadnosti djece bez roditeljskog staranja.

**Ključne riječi:** djeca bez roditeljskog staranja, vaspitač, interpersonalno povjerenje, grupna pripadnost.

## INTRODUCTION

Family life is of the utmost importance and there is no other place in society like it. Children are attached to their parents even when the family is functioning poorly. If a child grows up in poor conditions, but its parents have not left it, it will feel safer in such conditions than in institutions with much better material conditions, because it will know that there is someone who takes care of it until it is able to take care of itself. Of course, there are situations in which the life of a child in the family is impossible and it is necessary to move it out of the biological family, but this option should be considered as a last resort (Bowlby, 1953). Children are left without parental care for various reasons: death of one or both parents, abandonment of the child by one or both parents, neglect of the child, child abuse and so on. Research shows that almost 60% of children are separated from their families for only one reason, about 30% for two reasons and about 0.3% of children without parental care for three or more reasons (Unicef, 2010). If children have been deprived of parental care for any reason, they will be taken under the state care, which is obliged to provide the biological family with social, psychological and other forms of support for overcoming the crisis situation. When, in addition, in the biological family, the child's further life is risky and the child's rights and interests are endangered by the child's stay in the biological family, the state is obliged to apply some of the legally prescribed forms of protection (Grujić, 2005). Foster home accommodation is considered a form of protection as a last resort, but the situation in our country shows that most children stay in the foster home until the age of eighteen and that this form of protection is dominant, although it should only be temporary (Arula, 2006).

Sometimes it happens that the foster home is the only option for child protection, but it is certainly an indisputable fact that the internal organization of the foster home is rigid, despite numerous changes when it comes to organization and management (Buljubašić, 2004). Research shows that institutional accommodation is more prevalent in the Federation of Bosnia and Herzegovina and the family accommodation of children is more prevalent in the Republic of Srpska (Selimović and Sofović, 2010). As another form of protection of children without parental care, children's villages are stated, which arose as a need to overcome the shortcomings of the classic institutional care of children without parental care. Such institutions initially cared for war orphans. However, today they are also used for the care of abandoned children and are represented in about a hundred countries (Tomić et al., 2006). The humanitarian organization SOS (Save our ship) Kinderdorf has built two children's villages in Bosnia and Herzegovina - in Sarajevo and Gračanica. Children's villages have existed in our area for a short time, but despite that, they have given good results and an extremely strong emotional connection is quickly established between the children and the mother. The fact that the mother is constantly with the children and that she performs all the actions that biological mothers do for their children certainly contributes to the establishment of a strong and stable emotional connection between stepmothers and children (Buljubašić, 2004). Biological siblings have a prominent position in the social network of children and youth living in SOS Children's Villages. Thanks to the presence of biological siblings, the family they came from is always present (Sting, 2013). The Village of peace in Turija, Lukavac, was built in 1998 from the Rudolf Walter Foundation. In that village, children are placed in families that are organized similarly to family groups and one family consists of five to ten children. Foster home workers, commonly referred as aunts, who are permanently settled in the village, take care of the children (Buljubašić, 2004).

Children without parental care come to institutions with different experiences, different history of their biological family and different reasons for separation, which makes them especially vulnerable (Laklija, 2009). Socialization of children without parental care in foster home conditions can be successful only if the foster home functions harmoniously, if the staff and employees are ready for conscientious work and who will help children realize their abilities and interests (Dizdarević, 1999). Socialization often means the totality of social influence on the individual (Arslanagić, 1999). Among the most important agents of socialization we can include family, school, peers, mass media, organizations, occupation, marriage and parenthood (Potkonjak and Šimleša, 1989). Adults go through different types of secondary socialization, which we can call re-socialization because they have experience built into their personal structures. Accordingly, children without parental care who are handed over to society for care in the later period of their lives go through a process of re-socialization. Because children know what their lives looked like earlier, they go through a painstaking process of weaning from previous experiences and adjusting to new ones. Significant people in children's lives then become educators and foster home employees.

In order for educators to be able to help children adapt to the new environment, they need to approach this call wholeheartedly. Empathy plays an important role in this vocation, because the suffering the child went through brought it closer to the world of adults (Mavrak, 1999). Among the qualities that an educator must possess, the following stand out: nobility, emotionality, empathy, patience, care and moderation. Educators should be emotionally and socially mature, in order to influence children by their own example to develop their potentials to the optimal level in the process of socialization (Dizdarević, 1999). The inclusion of children without parental care in schools is very important for this group of children and their secondary socialization. In addition to the adoption of teaching contents, students gain numerous experiences by participating in teaching and extracurricular activities. Children without parental care put the understanding of the school for their personal problems in the first place and then they put the help in learning in the second place (Arslanagić, 1999). The teacher has an important role in the process of socialization of children. He/she is first and foremost an educator. Teaching children is not only the hardest job in school, but the hardest job at all (Glasser, 1994). The teacher is another important person in the life of every child, so he/she should show interest in the private life of children. He/she needs to create an atmosphere in the classroom that will have a motivating effect on the students. A warm and cordial atmosphere, respect for the personality of each child strengthens the motivation to learn. In addition to school and teachers, peers have a significant role in the process of socializing children. Children have a need to socialize and affiliate, as well as to be accepted by other children in the class, school and other groups. Peers significantly influence the formation of attitudes and personality building of the child. In a group of peers, self-reliance, independence, responsibility, friendships, etc. are achieved. Acceptance of the child by its peers raises the child's sense of security. Children in the foster home share the same or similar destiny and in school they meet children who have different experiences, which plays an important role in the process of socialization (Arslanagić, 1999). Primary and secondary socialization of children without parental care takes place in various institutions and children from an early age are referred to educators, brothers, sisters, other children from the institution, pedagogues, school friends and teachers. The aim of this study was to determine the latent structure of manifest variables of interpersonal trust and group affiliation of children without parental care.

## **MATERIAL AND METHODS**

### **Sample of participant**

The sample for this study consists of respondents that taken care of in the Children's SOS Village in Gračanica, the Children's Village of Peace in Turija and the Home for Children without Parental Care in Tuzla. The research included a suitable sample of 122 respondents of both genders, of which 64 were female and 58 were male. The chronological age of the respondents ranged from 9 to 18 years.

## **Method of conducting research**

Prior to the research, the management of institutions for the protection of children without parental care was contacted, followed by letters requesting the research and a meeting was held to clarify the purpose and goal of the research. After the approval, the testing began. The research was conducted in three institutions for the protection and care of children without parental care in the Tuzla Canton: Children's SOS Village in Gračanica, Village of Peace in Turija and Home for Children without Parental Care in Tuzla. The survey was conducted in groups by houses and families. Each group consisted of 3 to 7 members. The children were explained how to fill in the answer sheet and then they were read one question at a time. If the children did not understand a question, they asked for help or an explanation from the research conductor.

## **Measuring instruments**

The Interpersonal Family Trust Test (TIPP) was used to assess interpersonal trust. This test consists of 24 questions that are divided into the following subtests: 1. Problem solving; 2. Happiness; 3. Conflict resolution; 4. Challenge, imagination. The first subtest called Problem Solving consists of 6 items and the second, third and fourth contain 5 items each. For the purposes of this research, the TIPP test has been modified to be adapted for children without parental care, i.e. the stepmother is a substitute for the biological mother, pedagogue for the biological father, teachers for grandparents and sisters and brothers are joined by foster home members. Answers are offered on a scale from 0 to 4. Each item is read to the child and then the children write one of the following scale values on the answer sheet: 0 = says nothing about it, 1 = talks about it little and rarely, only talks about it exceptionally, 2 = talks about it occasionally, 3 = talks about it regularly, whenever needed to talk about it, 4 = asks for help and advice on this issue. The test score is obtained by summing all the items. Each subtest has a separate score and compositely makes up the score of the entire TIPP test.

The Group Affiliation Scaler (SGP) was used to assess group affiliation. This scaler consists of 28 items or tasks. The first 13 items give the score of group affiliation to the out-of-school group and the remaining 15 items give the score of affiliation to the group in school. In the initial form, this instrument had 20 + 20 particles, but by factorization this number was reduced to 28. This instrument measures group affiliation. All questions are answered with a Likert-type scale where the values are as follows: 1 = I completely disagree; and 5 = I completely agree. As in the Interpersonal trust test, each item is read to the children and they mark one of the offered scale values on the answer sheet.

## Data processing methods

A multivariate method of exploratory factor analysis was used to verify the set research aim. The obtained data was processed in the statistical package SPSS 20 for windows. The following is a presentation of the research results.

## RESULTS AND DISCUSSION

In order to determine the cause-and-effect relationships, i.e. to reduce the manifest variables to latent dimensions, a multivariate method of exploratory factor analysis was applied. The system of manifest, i.e. dependent variables includes variables related to affiliation to an out-of-school group, affiliation to a group in school, as well as variables of interpersonal trust. In addition to these variables, the system of manifest variables also includes the moderator of variables, which is school achievement, which can theoretically be expected to saturate with one of the isolated factors. The Kaiser-Meyer-Olkin test was calculated and based on the obtained results ( $\chi^2 = 1504.39$ ;  $p = 0.000$ ), the system of manifest variables was justifiably subjected to factor analysis (Table 1). When speaking about rotations and criteria: the direct oblimin rotation and the Guttma-Kaiser criterion were selected.

Table 1. KMO and Bartlett test

Kaiser-Meyer-Olkin	0,832
$\chi^2$	1504,38
df	171
p	0,000

Table 2 shows isolated main components, i.e. factors with an intrinsic value above 1. The first factor carries the most variability and is the most important in explaining the cause-and-effect relationships of group affiliation and interpersonal trust of children without parental care. The first factor explains 37.26% of the variance, the second factor explains 13.03%, the third factor explains 11.32%, while the fourth factor explains 7.34% of the variance.

Table 2. Total variance explained

Components	Intrinsic values	Percentage of variance	CUM %
1	7,07	37,26	37,25
2	2,47	13,03	50,29
3	2,15	11,32	61,61
4	1,39	7,34	68,96

Note: CUM – Cumulative percentage

Table 3 shows the communalities of the variables and it can be seen, that they range from 0.42 to 0.85. The highest communalities are achieved by variables in the subtest "Happiness" for: respondent addressing to the pedagogue (0.85) and addressing to the teacher (0.83); and in the subtest "Conflict Resolution" for: respondent addressing to the sister, brother and family members (0.81). Also, high communalities are achieved by variables on the subtest "Challenge, imagination" for: respondent addressing to the pedagogue (0.79) and addressing to the teacher (0.75); and on the subtest "Problem solving" where respondents address to the pedagogue (0.74). The lowest communality was achieved by the variable of school achievement (0.42).

Table 3. Communalities of variables

	Initially	Extraction
School achievement	1,000	0,421
Affiliation to an out-of-school group	1,000	0,513
Affiliation to a school group	1,000	0,589
Problem solving Educator	1,000	0,656
Problem solving Pedagogue	1,000	0,740
Problem solving Sister, brother, housemates	1,000	0,717
Problem solving Teacher	1,000	0,667
Happiness Educator	1,000	0,679
Happiness Pedagogue	1,000	0,847
Happiness Sister, brother, housemates	1,000	0,747
Happiness Teacher	1,000	0,825
Conflict Resolution Educator	1,000	0,722
Conflict Resolution Pedagogue	1,000	0,634
Conflict resolution Sister, brother, housemates	1,000	0,813
Conflict Resolution Teacher	1,000	0,611
Challenge, imagination Educator	1,000	0,699
Challenge, imagination Pedagogue	1,000	0,787
Challenge, imagination Sister, brother, housemates	1,000	0,680
Challenge, imagination Teacher	1,000	0,754

Table 4 shows the parallel and orthogonal projections on the obtained and isolated components, i.e. factors. It can be seen that the first isolated factor determines 7 variables related to: "Affiliation to an Out-of-School Group", "Affiliation to a Group in School", "Problem Solving - Educator", "Conflict Resolution - Educator", "Challenge, Imagination - Educator", "Happiness - Educator" and "School Achievement".

Through insight into the structure of the obtained variables, i.e. the first isolated factor that significantly explains the cause-and-effect relationship of group affiliation and interpersonal trust, it can be concluded that respondents who are more oriented to affiliation to an out-of-school group and affiliation to a group in school, address to educators in order to solve problems and conflicts and additionally, achieve better school achievement. Based on the structure of isolated variables, the first factor can be called the *Factor of Group Affiliation and Trust in Educators*.

The second factor consists of the variables "Conflict Resolution - Sister, Brother and Housemates", "Problem Solving - Sister, Brother and Housemates", "Happiness - Sister, Brother and Housemates" and "Challenge, Imagination - Sister, Brother and Housemates". Insight into the structure of isolated variables, this factor can be called the *Sister / Brother / Housemates Trust Factor*.

The third factor consists of the variables "Happiness - Pedagogue", "Problem Solving - Pedagogue", "Challenge, Imagination - Pedagogue" and "Conflict Resolution - Pedagogue". Insight into the structure of isolated variables, this factor can be called the *Factor of Trust in the Pedagogue*.

The fourth factor consists of the variables "Happiness - Teacher", "Challenge, imagination - Teacher", "Conflict Resolution - Teacher" and "Problem Solving - Teacher". Insight into the structure of isolated variables and since these are negative parallel and orthogonal projections on the isolated factor, this factor can be called the *Factor of (Dis)Trust in the Teacher*.



Table 4. Parallel and orthogonal projections

	I FACTOR		II FACTOR		III FACTOR		IV FACTOR	
	PAP	ORP	PAP	ORP	PAP	ORP	PAP	ORP
Affiliation to an Out of School Group	0,760	0,790						
Affiliation to a Group in School	0,743	0,772						
PS – Educator	0,692	0,749						
CR - Educator	0,675	0,726						
CI – Educator	0,597	0,707						
Happiness - Educator	0,556	0,648						
School Achievement	0,507	0,569						
CR - Sister, Brother and HM			0,917	0,896				
PS - Sister, Brother and HM			0,882	0,859				
Happiness - Sister, Brother and HM			0,868	0,830				
CI - Sister, Brother and HM			0,731	0,802				
Happiness - Pedagogue					0,929	0,917		
PS- Pedagogue					0,866	0,854		
CI – Pedagogue					0,791	0,852		
CR – Pedagogue					0,699	0,750		
Happiness – Teacher							- 0,918	- 0,899
CI – Teacher							- 0,866	- 0,865
CR – Teacher							- 0,593	- 0,742
PS – Teacher							- 0,585	- 0,698

Note: PAP – parallel projections; ORP – orthogonal projections; PS – Problem Solving; CR – Conflict Resolution; CI – Challenge, Imagination; HM – Housemates;

Table 5 shows the correlation of the obtained factors. It can be concluded that there is a relation (although insignificant) between the factors: Factor of Group Affiliation and the Factor of Trust in the Educator, Factor of Trust in Sister / Brother, Factor of Trust in the Pedagogue with the Factor of (Dis) Trust in the Teacher. In other words, children who are oriented towards group affiliation who accomplish greater achievement and have trust in educators, siblings, family members and pedagogues have less trust in teachers.

Also, Table 5 shows an insignificant correlation between the first and second factors, i.e. respondents who are oriented towards group affiliation, who accomplish better achievement and have trust in educators, at the same time have trust in siblings and housemates.

Educators are very important to children without parental care, because they are a substitute for parents, especially if they are permanently settled in institutions with the children. Research on the relationship between school achievement and social skills showed that the most negative assessments of the quality of their own social skills have students who achieve good academic results and the most positive assessments have students who achieve excellent academic results, while students, who achieve very good academic results, keep pace with student who achieve excellent results, slightly deviating from their answers. Girls achieve better academic results than boys and therefore rate their social skills higher. Also, student who achieve very good and excellent academic results have a high threshold of tolerance for teasing, it is harder to provoke them, which indicates well-developed social skills of negotiation and conflict resolution (Buljubašić-Kuzmanović and Botić, 2012).

Children without parental care have a lot of trust in their siblings and housemates, because together with the educator they form a family.

Biological siblings have a prominent position in the social network of children and youth living in SOS Children's Villages. Thanks to the presence of biological siblings, the family they come from is always present. Memories of the family are constantly updated through shared experiences and memories. The bonds between siblings who are placed together in alternative care are close and based on trust. They represent each other as people, who can share and talk about problems - both emotional and intimate. Apart from biological siblings, other children in the village are also important, as they are considered good or even best friends (Sting, 2013).

So, children who address to a pedagogue for conflict resolution, also address to the pedagogue for problem solving, happiness, challenge and imagination. Pedagogues are permanent employees in institutions for the protection of children without parental care and children have the opportunity to always address to them for help or advice.

In order for a pedagogue to be an educator, he/she must act as a person with both what he/she says and what he/she does. The attitudes of pedagogues must reflect the faith in the creative powers of students (Hadžić-Suljkić, 2014). Pedagogues should be responsible and consistent, encourage teamwork and know the conditions of open stimulating communication (Šnidarić, 2009).

This research showed that children without parental care have the least trust in teachers.

Bezinović and Ristić-Dedić obtained similar results in 2004 in their research "School from the perspective of students". The collected data indicate very poor and insufficient working communication between teachers and students. Less than 1/3 of the respondents think that they discuss teaching and examining with teachers sufficiently.

Cooperation of students and teachers on activities that are not directly related to teaching and communication outside of teaching are rare. According to the obtained data, teachers do not cooperate enough with students and thus do not fulfil their pedagogical role. Therefore, it is necessary to create working conditions and enrich educational programs in which teachers will have the opportunity to cooperate with students outside of class.

Table 5. Correlation between factors

Factors	1	2	3	4
1	1,000	0,234	0,176	– 0,331
2	0,234	1,000	0,145	– 0,326
3	0,176	0,145	1,000	– 0,318
4	– 0,331	– 0,326	– 0,318	1,000

## CONCLUSION

Based on the obtained research results, four factors were obtained that determine the cause-and-effect relationships of interpersonal trust and group affiliation of children without parental care. Although we know that teachers are important personalities in the life of every child, this research has shown that children without parental care have the least trust in teachers (Factor of (Dis)Trust in Teachers).

The results obtained in this way indicate that more needs to be done to build trust between children without parental care and the teachers. Teachers can help children achieve better academic results, which will develop a sense of competence in children. It would be desirable to involve children in various extracurricular activities, so that communication between teachers and children would not be reduced to a minimum or be directly related only to teaching. Given the fact that the absence of parental care is a phenomenon that cannot be completely eradicated, teachers should show more sensitivity to the problems that children without parental care face in everyday life and thus gradually build trust.

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