

A RETROSPECTIVE PICTURE OF PARENTAL ATTITUDES IN INCARCERATED MALE RECIDIVISTS

Stanisław Lipiński

State University of Applied Sciences in Plock, Poland

***Abstract.** The article discusses the issue of perception of parental attitudes in male recidivists compared to the reference group of males without criminal record. Responders answered questions from the PCR questionnaire, regarding the behavior of their mothers and fathers in relation to them, before they were 12 years old. It is a retrospective image of the attitudes of their parents, whose content depends on the global assessment of those attitudes with a strong impact on interpersonal views. A retrospective image of the attitudes of the parents is a kind of cognitive pattern that can influence current perception of the surrounding world. That perception is one of the elements of the assessment of the development of human cognitive structures.*

The obtained results of particular categories of parental attitudes perception, i.e. loving, rejecting, protecting, and liberal of the father and mother, have been subsequently subjected to statistical analysis. The aim of that analysis was to obtain an answer to the question whether the arithmetic means of those categories differentiated the compared groups in a statistically significant way.

***Keywords:** incarceration, recidivists, parental attitudes.*

Introduction

The issue of perception of parental attitudes by incarcerated individuals and by recidivists in particular is virtually absent in the literature. The research conducted so far concerns such a perception by underage perpetrators. Empirical output by Lipiński (2002) and Lipiński and Gaszewski (2012) clearly shows that the perception in the minds of minor criminals is distorted by numerous processes and has a wishful character. This fact makes efficient therapy more difficult. The author of that research, for many year a director of a social rehabilitation centre, developed and implemented a programme of making the perception of assessment of parental attitudes in minors more realistic. Only after that assessment became objective, the therapy could commence.

The objective of the research discussed in this article is finding an answer to the question of what image of parental attitudes has formed in the minds of recidivists, compared to the reference group. To achieve this, normalized and psychometrically correct questionnaires regarding perception of parental attitudes

were applied. It was assumed *per analogiam* to earlier research on minors that returning to crime was a result of inefficient rehabilitation which might have been caused by inadequate assessment of parental attitudes by recidivists. The coefficients obtained in the examined and reference groups were subject to comparative analysis with the t-Student test and “Statistica” software. The analysis allowed to determine the differences between both groups regarding all categories of parental attitudes and intensity of assessment of those attitudes using centile measuring scale.

At the same time correlational analysis between particular categories of parental attitudes in both groups was conducted. Statistically significant ($p < 0.05$) coefficients gave way to make warm, cold or mixed attitude bundles. The structure of those bundles, separate for each group was a dominant feature of the retrospective image of parental attitudes for the purposely selected group of recidivists and randomly selected reference group.

The Model of Parental Attitudes by A. Roe i M. Siegelman

Attention should be paid to the typology of parental attitudes, presented by Roe (1957) and developed together with Siegelman, as it is closely related to the PCR questionnaire. The model has been widely discussed by Polish scholars (Rembowski, 1972; Ziemska, 1975; Kołodziej, 1974; Kowalski, 1984). The classification was developed on the basis of clinical observations of mothers and fathers and their little kids. The attitudes enumerated by Roe are decisive for the development on the personality and behaviour of the children.

Collaboration with Siegelman and her own rich material made Roe present an entirely different model of parental attitudes. An interesting solution proposed by the author is attaching the six particular attitudes to more general ones, and these in turn, to two elementary attitudes: warmth and coldness.

The attitudes are as follows: *avoidance*, featured with coldness, *acceptance*, full of warmth, as well as emotional concentration on the child, resulting from parental warmth and coldness at the same time. Partial attitudes correspond with general ones. Avoiding the child may lead to *neglecting* or *rejecting* attitude, while acceptance of the child results in indifferent, casual and loving attitude. Cold and focused on the child makes a demanding attitude. Warmth and focused makes a protecting attitude (Kowalski, 1984).

Five of the six types of attitudes have been used in the questionnaire; they have been detailed below:

Love (L) – the parents provide the child with a warm climate of loving and pay much attention to him. They support the child in making important decisions, still, they do not interfere too much, as they accept them, no matter what decision is taken. If they influence the child's conduct, they do it by persuasion rather than

by threat. They apply a consistent and consequent system of awarding and punishment, they praise for good deeds and punish adequately for bad ones. Physical punishment is excluded. No sibling is ever favoured. Besides, the parents care for the correct contact with other children of the same age, so they keep inviting them home to visit their children. This kind of conduct make their children trust them and often ask them for help.

Demand (D) – the parents put overdemanding tasks of different kind: learning at school, housework or customs. They create many regulations that must be unconditionally obeyed; failing to obey them is always punished with no exceptions. The child has no time to play, as he is always engaged in "useful" activities and must do something constructive. The parents not only do interfere in important decisions of the child but also in the relations with friends. The child's feelings are of secondary importance, as the parents think they know best what is good for them. The most characteristic feature of such parents is domination, despotism and rejecting the child's own opinion.

Attention (A) – the parents concentrate on the child so that his life is as problemless and stressless as possible. They are explicit in showing their emotions and their lives are dominated by the fear of the child, so they try to protect him from possible negative experiences, which may bring disappointment, bad mood or harm. To minimize unpleasant experiences, the parents themselves choose friends for their children and are willing to meet them at their homes, but do not let their children to meet them outside the home. They also isolate the children from numerous other kids of the same age. They want to keep the children at home, they give them comfort and privileges; they are also tolerant to bad grades at school.

Rejection (R) – the parents fail to understand that the child may think and behave as he should at his age. They do not accept him as an individual, that is why they are emotionally cold with him and the relations are unwilling if not hostile. They tend to mock on his problems and the way he looks like. They ignore the child while making the plans for their future life. The child is often left alone at home. The parents make rules to avoid contact with the child. Mothers and fathers do not care how the child may feel, their own lives are most important to them. They have not grown up enough to become parents.

Casual (C) or liberal - the parents are not particularly interested in their children; they do care about them if they do not have anything else to do. They do not make efforts to educate the children and they do not make plans concerning their future life. They do not put demands before the children, make few principles, and even if they do, they are inconsequent when executing them. Such a conduct of theirs can be described as acceptance without full emotional engagement.

The concept by Roe is certainly interesting, yet its main weakness lies in the fact that only one of the presented attitudes is the positive one, i.e. loving acceptance, connected with emotional warmth. It is possible that the author used the material containing mainly the unwanted kind of behaviour, which may have turned her attention off from the positive parental attitudes. Roe's typology has been frequently used to examine the relationship between parental attitudes and young people's aspirations.

Perception of Other People

In the literature the term perception of other people occurs under different names, such as social perception, social sensitivity, assessing people, assessment, recognition, interpersonal perception. All these terms include attributions, expectations and emotions (Skarżyńska, 1981).

Scientific works distinguish particular types of perception regarding people. In human socializing the neighbourhood of other people is particularly important, since as representatives of the same species they adjust their system of perception to receive stimulation offered by that environment only. The human is at the same time an active part of it, thus creating a unique communication system (Łukaszewski, 1974).

Considering the differences between perception of people and other objects Lewicka (1985) thinks that social objects, in particular humans are indeed a bigger source of emotions and are assessed more often. The author cites Lewicki (1960) and Obuchowski (1972) and thinks that perception of oneself, as well as of another human contains two types of information: descriptive - describing another human's characteristics and affective assessing and valuating. The affective cognitive representation of a human is formed on the early ontogenetic stages, until the areas responsible for the functions of the other signalling system are created. Once the human is able to make representations of other people in the form of notions and at the same time is able to verbalize these notions, only then the ability to make descriptions of another man in its descriptive dimension may occur.

Both affectivity and descriptiveness of interpersonal perception can be regarded from the point of view of somebody's development.

While the ability of affective representation of the environment (including humans) appears early, descriptiveness of perception requires logical thinking characteristic of the formal-operational stage of cognitive development according to Piaget.

The comparison of the stages of cognitive development and of perceptual development clearly suggests that in order to obtain the ability to create a

descriptive perceptual pattern of the social environment, including humans, one needs to achieve the ability of logical, rational and abstract thinking.

Intensity of the affective and of the descriptive factor may differ, depending on the age. Still, it is possible also for adults to perceive the world and other people in extreme categories. Lewicka (1985) put a thesis that extreme and radical views are caused by the lack of cognitive maturity. Individuals who represent the affective cognitivism, with the prevailing assessment factor, make black-and-white cognitive representations and are unprepared for cognitive compromise. Lewicka also thinks that extreme affective representation does not need to mean the lack of responsibility and extreme descriptiveness does not mean the lack of maturity. The proper functioning in the cognitive sphere should be characterized by the ability to switch from one type of perception to the other depending on circumstances. The author thinks that mature functionality is expressed by flexibility of cognitive structures.

It seems worthy to make a remark here that can be important to define psychopathy, due to ability to create and making use of cognitive structures. It is known that psychopaths do not create an affective map of the environment, and of other people in particular. Their way of cognitive approach is limited to the descriptive form, which in extreme cases may take up the form of manipulation.

The problem of cognitive structures in a child is closely related to the perception of parental attitudes, which was pointed out in the works of Roe and Siegelman (1966) and of Schaefer (1965), who created measuring tools as part of their research strategy, based on perception of parental attitudes. The third type of the Questionnaire by Roe and Siegelman derives just from that scientific theory.

The mainstream psychological current, which has developed besides the problem of parental attitude perception, regards the development of information perception from the outer environment in the ontogenetic and phylogenetic process, represented by Gibson (1969). She has paid attention to the fact that already animals on the lowest phylogenetic level react in a selective way to the incoming information about the properties of the environment.

It seems that perception of parental attitudes in the children's minds is not an easy thing, which has been pointed out by Skarżyńska (1981) and Kozłowska (1985). The children make models of ideal parents in their cognitive-motivational structures and the real parents are identified with the ideal ones.

Following this way of thinking we may conclude that besides the ideal, albeit subjective parental model, the children create, based on the observation, also the real image of the parents. Emphasized should be the fact that both the ideal and the real image of the parents are made on the basis of cognitive mechanisms and they actually are informative rather than real models and they must therefore be subjective.

The problem of parental attitudes perception due to the way how the image of these attitudes are created refers to the theory of information modelling by Bernstein (1962) or the theory of cognitive dissonance by Festinger (1957) and Brem and Cohen (1962), rather than to the theory of information perception by Gibson (1969).

A more synthetic approach to the theory of information modelling can be found in the theory put forward by Puszkin (1976). His theory assumes that the objective reality creates an image of itself in the form of dynamic information models, i.e. most basic sensoric-dynamic models, as well as models on a higher organization level. Each image of the reality is reflected by a particular spatial-functional structure of cells. A distinguished physiologist Uchtomski (1950) said that a particular functional system was being created while information forming in the cortex, which can be regarded as a basic unit of mental process, adjusting one's behaviour in the external world. Referring to that, Gibson thinks that information modelling means the same as the so-called information perception in that theory.

It seems worthy to pay attention to the so-called cognitive development of values and the hierarchy of the value system, as described by Reykowski (1977). He distinguishes between "value network" - an affective map of experiences and "operational network" - a informative and descriptive map of one's experiences (Reykowski & Kochańska, 1980). The value network contains an affective characteristics of the world. Also the structures of Reykowski's value network and operational network are dynamic and relatively autonomous.

In this sense, as independent mental units they can make various functional combinations with other structures, creating new qualities. They also can be excluded from the system or destroyed by destrucuring. Any information reaching the information model is either accepted therein or rejected. Either process is accompanied by a particular emotional context.

One may suppose that this relative autonomy of information models can be the reason of a so called perceptual defence, from the incoming information that is too distant from the properties of the models. It should be said that it concerns both the information incoming from the external world (objective reality) and the internal information from subjective world of one's mentality, i.e. from other information models.

In this context we may assume that information discrepancy between the ideal and the real parental model can be the reason of emotional shade of children's attitudes to their parents and can be expressed in what scholars define as "perception of parental attitudes." Based on these thoughts one can wonder what the PCR III Questionnaire actually measures – perception of parental attitudes or rather emotionally coloured comparison between the ideal and real model of the parents' conduct to their children.

The development in other people's perception is indicated by the change of the egocentric perceptual perspective into the objective system of notions of a high stability level.

An interesting theory of representation of emotions was worked out by Maruszewski i Ścigała (1995, 1997). They proposed to denote emotional representations by a triangle whose tops illustrate three basic types of codes. The sides of the triangle illustrate the mechanisms of information recoding in both directions. Thanks to this one can get a view into different aspects of emotional process. The three types of codes: abstract, verbal and visual, gives six recombination possibilities. The conversion of visual codes into verbal ones is described by the authors as verbalization, whereas the opposite process as visualization. Changing visual codes to abstract is called symbolization, and the opposite process – desymbolization. Re Reconfiguration of abstracts to words is known as desemantization, and changing verbal codes into abstracts – semantization. The authors of this theory assume that the processes of reconfiguring develop with time, which means that in the process of ontogenesis different levels of emotional cognitive representation are created.

Such scholars as Skarżyńska (1979), Reykowski (1977), Kochańska (1976), Feffer (1970) and Selman (1971a) think that that the development of perception mechanism mean going form the egocentric perspective to the more objective one, taking into account internal condition of another human. A child functioning on the egocentric level is unable to differentiate one's own and other people's conditions, feelings and experiences (Skarżyńska, 1981).

The egocentric perceptual perspective refers to the so-called cognitive centration, which was the object of research by Piaget (1966), Feffer (1967), Elkind (1967) and Sullivan and Hunt (1967). The well-known Piaget and Inhelder's three mountain experiment (1967) has proven that children up to the age of four tend to focus on a single aspect of the observed person or situation, which at the moment dominates. This one-sidedness of cognitive perspective is characteristic of the children on the preoperational level of cognitive development. When the children reach the formal-operational stage, they are ready for cognitive orientation, known as decentration. They are able to see the observed object or person from many different perspectives in the most objective way. Skarżyńska (1979) discusses Selman's experiment (1971a) with five and six year old children whose task was to guess what another child will do to find a hidden toy. The children who were to enter the perspective of a seeking child knew where the toy had been hidden, while this information was not known for the seeking child. Based on that experiment Selman proved that the ability to enter somebody else's perspective has four stages. In the first stage the children gas no ability to distinguish their own and someone else's perspective. In the second stage the children can differentiate themselves as the observer and as the observed

persons, still the efficiency regarding their experiences is small. In the third stage the children differentiate and anticipate other persons' conduct. Their perception is still distorted by projections. In the fourth, final stage the children can distinguish themselves from the observed persons and at the same time they are able to differentiate the internal status and can anticipate the conduct of people under observation.

The development of cognitive abilities, i.e. of decentration is related not only to the ability of entering other people's perspective, but also the ability to enter another man's role. The research by Feffer (1970) entitled him to distinguishing three levels of development:

- the first level, characteristic of six-year-olds who are unable to keep continuous perception and focus on different and different parts of what they see; there is no perceptual integration and consistency;
- 2. the second level (7-8-year-olds) already has some degree of ordering and consistency between particular perspectives;
- 3. the third level (9-10-year-olds) is an integrated and consistent system of perception of other people.

Skarżyńska (1979) pays attention to the fact of substantial timediscrepancy between the ability for decentration and ability or need to apply it in the child's own conduct. There are some factors which delay decentration development and prevent to use actual cognitive abilities in solving interpersonal problems.

According to Reykowski (1977) the factors that may delay decentration include: lack of experience in interpersonal relations, high emotional level, low intellectual level.

According to Kocharńska (1976) the factors which favours decentration include: turning the children's attention of the consequences of their conduct for other people, practising perspective switch between the observer and the observed person, proper atmosphere at home.

The above shows that the level of decentration can indicate the level of social adjustment. Individuals with developed decentration abilities in interpersonal relations will be more efficient in adjusting their conduct because of the wide and objective cognitive perspective in the situation they participate in. The research regarding the relation between egocentrism and asocial or criminal conduct have shown that criminals characterize with lower level of interpersonal decentration, whereas the decreased level of criminal acts is influenced by increased decentration (Chandler, 1973).

The development and qualitative changes of cognitive structures from egocentrism to interpersonal decentration depend on individual intelligence (DeVries, 1970), moral maturity (Rubin and Schneider, 1973; Selman, 1971b), quantity and quality of family interactions by the child (Mead, 1975; Dolata, Milecki, & Samoręda, 1984) and ability to cooperate (Johnson, 1975).

Interpersonal decentration is a multidimensional variable and as Milecki (1987) thinks its particular dimensions (perceptual, cognitive and affective) may form in a different way, due to sex, age and other personal and environmental correlates. Each of these dimensions characterizes with a different dynamics because of the factors discussed above. Milecki pays attention to the fact that the research so far have been conducted on children. It turns out that individual differences regarding this phenomenon occur in adults, too. In the literature devoted to the conditions of decentration the amount of information about the correlates of interpersonal decentration within a family is scarce.

Parental Attitudes and Cognitive Development

Perception of parental attitudes plays a unique role in perception of other people. We can say that that perception of parental attitudes is certainly a primary mechanism of perception, which must have substantial influence on the cognitive and social development.

Skarżyńska (1979, 1981) discusses the research by her M.A. student. The research was conducted by Napierzyńska with the Role-Taking Test of the Questionnaire for Parents (measuring decentration level) and by Raven Test. The author selected out of a group of 227 children a subgroup of 20, whose mothers demonstrated correct attitude to them and a subgroup of 10 with the negative attitude. The results made Napierzyńska say there was a correlation between decentration and intelligence, as well as between the type of parental attitude and interpersonal decentration. It turned out that the children of mothers representing correct parental attitudes were more intelligent and characterized with the higher level of decentration than the children whose mothers manifested negative attitudes.

Interpreting the results of Napierzyńska's research Skarżyńska (1979) thinks that they clearly point out a relation between social and cognitive development and that the particular role in it is played by maternal attitudes. She writes that the proper education from the mother, i.e. cooperation between mother and child, easy contact, more flexibility and elasticity of mother's behaviour gives more freedom to the child and leads to normal cognitive development or even speeds it up. Normal cognitive development gives the foundations for gradual development of the abilities to perceive oneself and others in the objective way. It allows creating adequate expectations, which consequently leads to a better social functioning. The proper social functioning in turn reinforces parental attitudes that have been applied so far. Following Skarżyńska's way of thinking we can add that proper parental attitudes favour optimum stimulation of the intellectual and therefore also cognitive and social sphere, which eventually reinforces proper parental conduct.

Depending on particular stage of development of the child and of paternal attitude, this may generate a feedback to elevate the child to a higher level of development.

The sequence of births in the family is another factor which forms the cognitive pattern as an important part of one's perception. A research was carried out by Lewicki (1960) and based on an earlier output by Warren (1966), Rubin, Hultsch, and Peters (1971) and Cicerlli (1972). All that research clearly point out a correlation between the cognitive pattern and the sequence of birth in the family. The mechanism of producing the cognitive pattern is based on the generalization of experiences arising from fulfilment of particular roles due to the number of brothers/sisters and seniority.

A different type of cognitive pattern is therefore represented by only children, by elder brothers and by younger brothers. Interesting research regarding the relation of actual parental attitudes and perception of these attitudes by children was conducted by Matuszewska (1989). The author referred to the concept of studies of cognitive structures development of Livesley and Bromley (1973), and to the statement by Mika that the system of cognitive categories formed on the basis of experiences from home is the most important feature of the process of other people's perception. The author thinks that the perception of parental attitudes depends not only on the parents' conduct, but on the properties of children's cognitive and emotional structures as well.

Baed upon her own research, Matuszewska obtained four types of perception. The first type was an adequate perception of the correct attitude, the second an adequate perception of the incorrect attitude, the third an inadequate perception of the correct attitude, and finally the fourth one was an inadequate perception of the incorrect attitude. The author was convinced that scholars researching the influence of parental attitude on the personality of children oversimplified their conclusions, assuming that the correct attitudes positively influenced the child's personality, whereas the incorrect ones influenced them in the negative way. They kind of disregard perceptual and emotional properties of the child. According to Matuszewska, perception wa a function of both the external conditions and child's personality, hence she excluded the assumption that both correct and incorrect parental attitudes would be perceived in an adequate way. The adequacy of perception plays an important role in the context of the research of perception of parental attitudes in criminals.

A wide research of perception of parental attitudes was carried out by Lipiński (2004). It regarded socially unfit boys and girls detained in rehab centres in Poland. The results clearly pointed out inadequate perception of parental attitudes by the boys. No such inadequacy was found out in the case of the girls. Based on that research a special therapy program was developed in a rehab centre for socially unfit boys in Łódź to bring the adequate perception back. Social workers from that centre examined real parental attitudes during an interview with

their families and psychologists analyzed the perception of those attitudes in the boys themselves. All boys in whom inadequate perception was found were sent to a therapy to bring back true assessment of parental attitudes.

It can be assumed that a retrospective picture of parental attitudes in criminals is an important part of information model, formed at early ontogenetic stages from selected and optimized information coming out of objective reality in which parents were an important stimulation source. The image of parental attitudes in the minds of examined individuals is subjective, just like the whole psychological dimension of a human. It can also be assumed that the retrospective image of parental attitudes in criminals results from the inadequate perception of these attitudes.

Methodology of Research

Objectives. The objective of the research was measuring the intensity of particular parental attitudes of mothers and fathers in perception of the group of male recidivists and the reference group.

Another objective was to determine statistically significant differences between the two groups in the perception of following attitudes: loving mother's (LM), demanding mother's (DM), attentive mother's (AM), rejecting mother's (RM), casual mother's (CM), loving father's (LF), demanding father's (DF), attentive father's (AF), rejecting father's (RF), casual father's (CF).

Groups. Two groups were subject to research. The main group consisted of 109-124 male recidivists, aged 30-45. The idea of examining non-recidivists as well was turned down as it was assumed that it could include a number of individuals with big readaptational potential.

The reference group consisted of randomly selected 48-50 males, aged 30-45, who had never been imprisoned.

The Tool for Variable Measurement – Questionnaire of Parents-Children Relations for the Father (PCR-F) and Mother (PCR-M) by A. Roe and M. Siegelman in the Authorized Translation by W.S. Kowalski. PCR has two separate versions for the father and the mother, each containing 50 similar expressions describing various conduct of the parents, which can be attributed to five parental attitudes: loving attitude (L), demanding attitude (D), attentive attitude (A), rejecting attitude (R), casual attitude (C).

Psychometric Features of the PCR Questionnaire

Kowalski (1984) made the analysis of discriminatory power of particular questions in the questionnaire, which yields information of the degree to which a particular position differentiates the examined group according to a particular attitude. The coefficient between the position and the general result of the questionnaire is an operational indicator of discriminatory power. For this purpose a rank-biserial correlation coefficient (r_{bi}) was used. Particular PCR positions are characterized by a high indicator of discriminatory power, the range of the average value being estimated for $r_{bi} = 0.558 \div 0.710$ for mothers and $r_{bi} = 0.636 \div 0.789$ for fathers. The highest value of discriminatory power was found for the demanding (D) and the lowest for the casual (C) attitude.

Reliability of the test is guaranteed by its stability (it takes regard to error variance caused by time and place of testing and examined individuals) and by its consistency (inner compatibility, also taking regard to error variance caused by the test itself). The calculations confirmed satisfactory absolute stability and consistency. It should be noted that the highest parameters were achieved by the demanding attitude. The above data allow to say that the test is a reliable measurement tool.

Validity of PCR was confirmed through three verification methods. Firstly, the internal test structure was checked (scale intercorrelation matrix) – the analysis allowed to distinguish the positive attitudes: loving, attentive and casual, and the negative: rejecting and demanding. The attitudes which belong to the same group positively correlate with each other, while those from the opposite ones correlate negatively. PCR was also correlated with other tools, such as the *Child's Report of Parent Behavior Inventory (CRPBI)* by E. Schaefer. Comparing both tools proved satisfactory validity of PCR – similar attitudes show positive, opposite – negative correlation (Lipiński, 2004; Lipiński & Gaszewski, 2012; Lipiński, 2018). The indicators of reliability, accuracy and normalization of the questionnaire shows considerable psychometric credibility and correctness.

The output obtained with the PCR questionnaire was recalculated into the normalized centile scale and then subjected to Student's T-test statistical analysis. Prior to that the F –Variances and p- Variances coefficients were carefully examined and they showed that there were no obstacles to use Student's T-test statistical analysis.

Output

Table 1 Arithmetic means (in centiles), standard deviation and significance levels of mean results of parental attitude perception of loving (LM, LF), demanding (DM, DF), attentive (AM, AF), rejecting (RM, RF) and casual (CM, CO) attitude in the main (RCD) and reference (RG) groups. T-tests; Grouping: GR: Group 1: RG Group 2: RCD

	Mean 1	Mean 2	t-value	df	p	N 1	N 2	Std. Dev1	Std. Dev2	F-ratio Varian.	p Varian.
LM	42.3	50.7	-1.53	172	.128	50	124	29.00	33.90	1.367	.22
DM	33.6	49.9	-3.01	172	.003	50	124	29.42	33.54	1.300	.30
AM	47.1	65.1	-3.93	172	.000	50	124	23.21	28.89	1.550	.08
RM	34.8	43,0	-1.53	172	.128	50	124	28.84	32.94	1.304	.29
CM	71.3	70.5	.20	172	.841	50	124	22.42	24.25	1.170	.54
LF	35.4	48.9	-2.49	155	.014	48	109	30.08	31.71	1.112	.70
DF	46.9	50.1	-.60	155	.549	48	109	30.11	31.50	1.095	.74
AF	48.8	65.2	-3.14	155	.002	48	109	30.59	29.78	1.055	.80
RF	56.2	56.4	-.01	155	.992	48	109	32.03	32.74	1.045	.89
CF	54.79	56.45	-.31	155	.755	48	109	32.45	29.78	1.187	.46

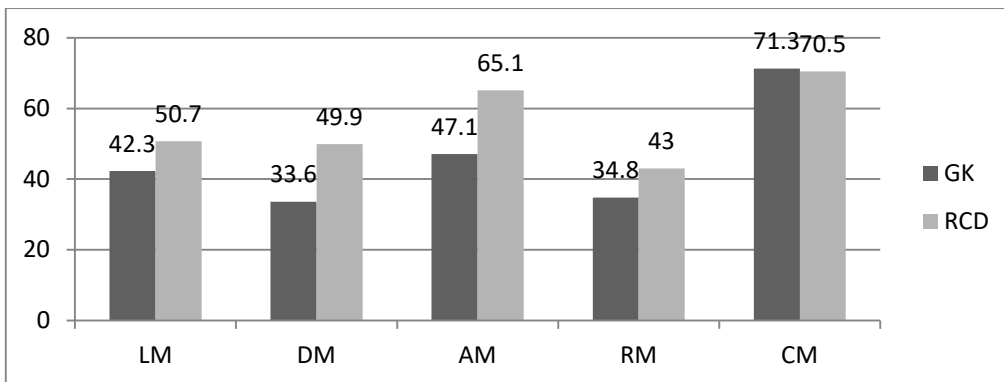


Figure 1 Arithmetic means of perception of mother's attitudes in the compared groups (centile)

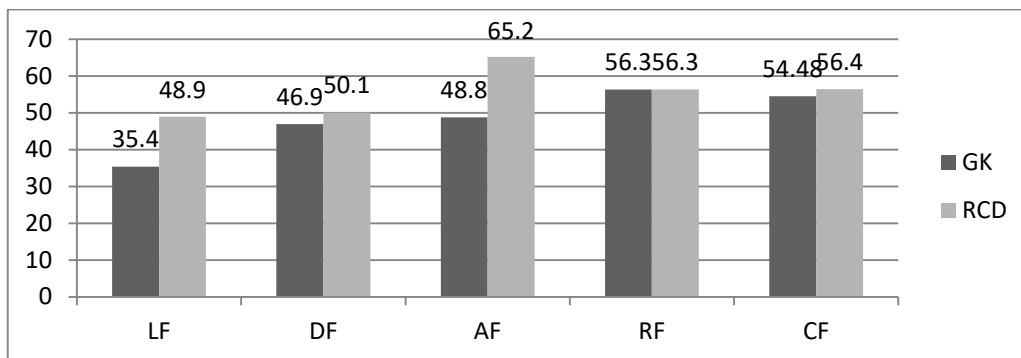


Figure 2 Arithmetic means of perception of father's attitudes in the compared groups (centile)

Analyzing the results from Table 1. we can say that p- variances > 0.05 for all categories of perception of mother's attitude, which means there were no obstacles for using the t-Student test for independent groups. Thus the results of the t-test are reliable and point out to the fact that the group of recidivists perceive maternal attitudes as significantly more demanding and attentive, compared to the reference group.

The remaining categories of maternal attitudes in the compared groups were not statistically significant. Besides, the perception of casual attitude was at a high level, in both groups. Similarly, On the lower border of high level was maternal attentive attitude, as perceived by recidivists. The remaining categories of maternal attitudes were not beyond average.

The results of the analysis regarding perception of paternal attitudes point out to the fact that there were no obstacles to using the t-Student test, at p- variances > 0.005. The test showed that in recidivists' perception their fathers were more loving and attentive compared to the reference group. The remaining paternal categories did not significantly differentiate both groups.

*Table 2 r-Pierson correlational coefficients between particular categories of maternal and paternal attitudes and the correlation of maternal and paternal attitudes in perception of the reference group. Within-Group Correlations Group: GR:GK Marked correlations are significant at p < .05**

	LM	DM	AM	RM	CM	LF	DF	AF	RF	CF
LM		-.1	.4*	-.5*	.2*	.5*	-.3*	.3*	-.4*	-.0
DM	-.1		.3*	.4*	-.1	.0	.1	.2*	.2	.2*
AM	.4*	.3*		-.0	.1	.3*	.0	.5*	-.2	.1
RM	-.5*	.4*	-.0		.4*	-.2*	.0	.2*	.4*	.4*
CM	.2*	-.1	.1	.4*		.1	.0	.3*	.0	.6*
LF	.5*	.0	.3*	-.2*	.1		-.5*	.4*	-.8*	.2*
DF	-.3*	.1	.0	.0	.0	-.5*		-.1	.4*	-.3*
AF	.3*	.2*	.5*	.2*	.3*	.4*	-.1		-.1	.3*
RF	-.4*	.2*	-.2*	.4*	.0	-.8*	.4*	-.1		.1
CF	-.0	.2*	.1	.4*	.6*	.2*	-.3*	.3*	.1	

Correlational coefficients determining the power of relation between the variables in Tables 2 and 3 allow creating a dynamic structure of retrospective image of parental attitudes in the compared groups. It is reflected by the following bundles of warm and cold attitudes in the examined group.

Table 3 r-Pierson correlational coefficients between particular categories of maternal and paternal attitudes and the correlation of maternal and paternal attitudes in perception of the main group. Within-Group Correlations Group: GR:RCD Marked correlations are significant at $p < .05^*$

	LM	DM	AM	RM	CM	LF	DF	AF	RF	CF
LM		-.2*	.7*	-.6*	.2*	.4*	-.0	.2*	-.4*	-.0
DM	-.2*		.0	.3*	-.3*	-.0	.5*	.2*	.1	-.1
AM	.7*	.0		-.5*	.2*	.3*	.1	.5*	-.2*	.1
RM	-.6*	.3*	-.5*		.1	-.4*	.2*	-.1	.6*	.1
CM	.2*	-.3*	.2*	.1		.1	-.1	.1	.1	.5*
LF	.4*	-.0	.3*	-.4*	.1		-.3*	.7*	-.6*	.1
DF	-.0	.5*	.1	.2*	-.1	-.3*		-.0	.5*	-.3*
AF	.2*	.2*	.5*	-.1	.1	.7*	-.0		-.2*	.3*
RF	-.4*	.1	-.2*	.6*	.1	-.6*	.5*	-.2*		.0
CF	-.0	-.1	.1	.1	.5*	.1	-.3*	.3*	.0	

Maternal attitudes in the perception of the reference group are correlated with the categories of maternal and paternal of the main group making the following bundles of warm and cold attitudes and they determine the structure of the retrospective image of parental attitudes in the perception of the reference group (percentage (%) of variance = $r^2 \times 100$):

1. GK LM + [AM (16%), CM (4%), LF (25%), AF (9%)] – [RM (25%),DF (9%), RF (16%)] = warm bundle
2. RCD LM + [AM (49%), LF (16%)] – [RM (36%), RF (16%)] = warm bundle
3. GK DM + [AM (9%), RM (16%)] = cold bundle
4. RCD DM + [RM (9%), DF (25%)] – [CM (9%)] = cold bundle
5. GK AM + [LM (16%), DM (9%), LF (9%), AF (25%)] – [RM (25%)] = warm bundle
6. RCD AM + [LM (49%), LF (9%), AF (25%)] – [RM (25%)] = warm bundle
7. GK RM + [DM (9%), CM (16%), RF (16%), CF (16%)] – [LM (25%)] = cold bundle
8. RCD RM + [DM (9%), RF (36%)] - [LM (36%), AM (25%), LF (16%)] = cold bundle
9. GK CM + [RM (16%), AF (9%), CF (36%)] = cold bundle
10. RCD CM + [CF (25%)] – [DM (9%)] = warm bundle
11. GK LF + [LM (25%), AM (9%), AF (16%)] – [DF (25%), RF (64%)] = warm bundle
12. RCD LF + [LM (16%), AM (9%), AF (49%)] – [RM (16%), DF (9%), RF (36%)] = warm bundle
13. GK DF + [RF (16%)] – [LM (9%), LF (25%), CF (9%)] = cold bundle
14. RCD DF + [DM (25%), RF (25%)] – [LF (9%), CF (9%)] = cold bundle
15. GK AF + [LM (9%), AM (25%), CM (9%), LF (16%), CF (9%)] = warm bundle
16. RCD AF + [AM (25%), LF (49%), CF (9%)] = warm bundle
17. GK RF + [RM (16%), DF (16%)] – [LM (16%), LF (64%)] = cold bundle
18. RCD RF + [RM (36%), DF (25%)] – [LM (16%), LF (36%)] = cold bundle

19. GK CF + [RM (16%), CM (36%), AF (9%)] = cold bundle
20. RCD CF + [CM (25%), AF (9%)] – [DF (9%)] = cold bundle

The bundles are different in both groups due to their structure. This regards all bundles, particularly of maternal casual attitude (CM) which is cold in the reference group due to its correlation with maternal rejecting (RM) and paternal attentive (AF) and casual (CF) attitudes. In the perception of the main group the maternal casual attitude (CM) positively correlates with the paternal casual attitude (CO), negatively correlates with the maternal demanding (DM) and is warm.

Conclusion

The research output points out to the fact that in the perception of recidivists in comparison to the reference group, mothers are more demanding ($p < 0,003$) and attentive ($p < 0,000$) while fathers are more loving ($p < 0,01$) and attentive ($p < 0,002$). The remaining categories, i.e. maternal loving (LM), maternal rejecting (RM), maternal casual (CM), paternal demanding (DM), paternal rejecting (RF) and paternal casual (CF) do not differentiate both groups in a statistically significant way.

The analysis of mean results justify saying that maternal demanding attitude (DM) finds itself at the top border of low value for the reference group and is average for the main group. Maternal attentive attitude (AM) in the perception of recidivists is at the bottom edge of high level and average in the reference group. The level of maternal casual attitude (CM) is high in both groups. The remaining maternal and paternal attitudes are on the average level in both groups.

Besides there are significant differences between both groups in the structure of parental attitudes which means different perception of these attitudes. Although not so spectacular, still they clearly point out that perception of parental attitudes by recidivists is strongly distorted and inadequate, due to the mechanism of idealizing their parents. The output confirms the earlier results of the research conducted with a PCR questionnaire on minor perpetrators by Lipiński and Gaszewski (2012) and Lipiński (2004). It should be emphasized there were no earlier research conducted on recidivists.

References

- Bernstein, N.A. (1962). *Novye linii rozvitya fisyologiyi i ikh otnoshenya s kybernetikoy. Voprosy Filosofiyi*, 8.
- Brem, W., & Cohen, A.R. (1962). *Explorations in Cognitive Dissonance*. New York.
- Chandler, M.J. (1973). Egocentrism and antisocial behavior: The assessment and training of social perspective-taking skills. *Developmental Psychology*, 9(3), 326-332.

- Cicerilli, V.G. (1972). The Effect of Sibling Relationship on Concept Learning of Young Children Taught By Child-Teachers. *Child Development*, 43, 1, 282-287.
- DeVries, R. (1970). The Development of Role-Taking As Reflected By Behavior of Bright, Average and Retarded Children in a Social Guessing Game. *Child Development*, 41, 3, 759-771.
- Dolata, R., Milecki, P.P., & Samoręda, Z. (1984). Rodzinne wyznaczniki decentracji interpersonalnej. *Kwartalnik Pedagogiczny*, 3, 87-99.
- Elkind, D. (1967). Egocentrism in Adolescence. *Child Development*, 38, 4, 1025-1034.
- Feffer, M. (1967). Symptom Expression As a Form of Primitive Decentering. *Psychological Review*, 74, 1, 16-28.
- Feffer, M. (1970). Developmental analysis of interpersonal behavior. *Psychological Review*, 77, 3, 197-214.
- Festinger, L. (1957). *A Theory of Cognitive Dissonance*. New York.
- Gibson, E.J. (1969). *Principles of Perceptual Learning and Development*. New York.
- Johnson, D.W. (1975). Affective Perspective Taking and Cooperative Predisposition. *Developmental Psychology*, 11, 6, 869-870.
- Kochańska, G. (1976). Rozwój zdolności dostrzegania cudzych potrzeb. *Psychologia Wychowawcza*, 2.
- Kołodziej, A. (1974). Poziom samoakceptacji a spostrzeganie postaw rodzicielskich. *Psychologia Wychowawcza*, 2, 19-32.
- Kowalski, W.S. (1984). *Kwestionariusz stosunków między rodzicami a dziećmi a. Roe i M. Siegelmana*. Warszawa.
- Kozłowska, A. (1985). Relacje interpersonalne w rodzinach dzieci o zaburzonym rozwoju emocjonalnym. *Psychologia Wychowawcza*, 3, 294-298.
- Lewicka, M. (1985). Afektywne i deskryptywne mechanizmy spostrzegania innych ludzi. In M. Lewicka (Ed.), *Psychologia Spostrzegania Społecznego*, 19-78.
- Lewicki, A. (1960). *Procesy poznawcze i orientacja w otoczeniu*. Warszawa.
- Lipiński, S., & Gaszewski, Ł. (2012). *Perception of Parental Attitudes and Children with Social Problems*. Wyd. Verbum. Ružomberok.
- Lipiński, S. (2018). Perception of Parental Attitudes in Adult Children of Alcoholics (ACA). *SGEM Social Sciences and Arts Team Section: Sociology and Healthcare*, 497-506.
- Lipiński, S. (2004). *Ocena postaw wychowawczych rodziców i orientacja życiowa a funkcjonowanie społeczne nieletnich*. Wyd. UŁ. Łódź.
- Livesley, W.J., & Bromley, D.B. (1973). *Person perception in childhood and adolescence*. Oxford, UK: Wiley.
- Łukaszewski, W. (1974). *Osobowość: Struktura i funkcje regulacyjne*. Warszawa.
- Maruszewski, T., & Ściagała, E. (1995). Poznawcza reprezentacja emocji. *Przegląd Psychologiczny*, 3-4, 245-278.
- Maruszewski, T., & Ściagała, E. (1997). O naturze i rozwoju reprezentacji emocji. *Przegląd Psychologiczny*, 40, 81-108.
- Matuszewska, M. (1989). Percepcja postaw rodzicielskich i jej oddziaływanie na rozwój osobowości dzieci. *Psychologia Wychowawcza*, 4, 354-361.
- Mead, G.H. (1975). *Umysł, osobowość, społeczeństwo*. Warszawa. PWN
- Obuchowski, K. (1972). *Kody orientacji i struktura procesów emocjonalnych*. Warszawa.
- Piaget, J. (1966). *Studia z psychologii dziecka*. Warszawa.
- Piaget, J., & Inhelder, B. (1967). *A Child's Conception of Space*. New York.
- Puszkin, W.N. (1976). *Psychologia i cybernetyka*. Warszawa.

- Rembowski, J. (1972). *Więzi uczuciowe w rodzinie: Studium psychologiczne*. Warszawa: Państwowe Wydawnictwo Naukowe.
- Reykowski, J. (1977). Osobowość a prospołeczna percepcja. In J. Reykowski, O.W. Owczynnikowa, K. Obuchowski (Eds.) *Studia z psychologii emocji, motywacji i osobowości*. Wrocław- Warszawa- Kraków-Gdańsk.
- Reykowski, J., & Kochańska, G. (1980). Regulacja zachowania prospołecznego. in *Szkice z teorii osobowości*. Warszawa.
- Roe, A. (1957). Early Determinants of Vocational Choice. *Journal of Psychology*, 4, 212-217.
- Roe, A., & Siegelman, M. (1963). Parent-Child Relations Questionnaire. *Child Development*, 34, 2, 355-369.
- Rubin, K.H., & Schneider, F.W. (1973). The Relationship Between Moral Judgment, Egocentrism and Altruistic Behavior. *Child Development*, 44, 3, 661-665.
- Rubin, K.H., Hultsch, D.F., & Peters, D.L. (1971). Non-social Speech in Four-year-old Children As a Function of Birth Order and Interpersonal Situation. *Merrill-Palmer Quarterly of Behavior and Development*, 17, 1, 41-50.
- Schaefer, E.S. (1965). Children's Reports of Parental Behavior An Inventory. *Child Development*, 36, 2, 413-424.
- Selman, R.L. (1971a). Taking Another Perspective: Role Taking Development in Early Childhood. *Child Development*, 42, 6, 1721-1734.
- Selman, R. L. (1971b). The Relation of Role-Taking to the Development of Moral Judgment in Children. *Child Development*, 42, 1, 79-91.
- Siegelman, M. (1966). Loving and Pushings Parental Behavior and Introversion Tendencies in Son. *Child Development*, 37, 4, 985-992.
- Skarżyńska, K. (1981). *Spostrzeganie ludzi*. Warszawa: Państwowe Wydawnictwo Naukowe.
- Skarżyńska, K. (1979). *Studia nad spostrzeganiem osób. Regulacyjna teoria informacji centralnych*. Warszawa: Uniwersytet Warszawski.
- Uchtomski, A.A. (1950). Dominanta kak robochijj pryncyp nervnykh centrov. In *Sobrannye sochinenya*. Leningrad.
- Warren, J.R. (1966). Birth Order and Social Behavior. *Psychological Bulletin*, 65, 1, 38-49.
- Ziemska, M. (1975). Postawy rodziców wobec dziecka. In *Rodzina a osobowość*. Warszawa.