

THE INFLUENCE OF THE FUNCTIONS IN THE FAMILY AND THE CHILD'S RIGHTS

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Abstract

Family is determined as the primary social group, with a primary meaning in the creation, the development of a human. But the family is a primary social group for the social community also, because it solves the problem of the existence of every society, its continuation, especially its role in the determination of the birth rate of the community. The family for the community is very important for the breeding of healthy generations and creating members as beneficial individuals for the society. In that way, it provides and contributes to its development as a necessary and beneficial unit to every member. The family gets its primacy from its functions, that the society confides or the society itself undertakes, in accordance with the civilizational development and the contemporary society, in particular. Through its basic functions, biological, bio – psychological, social, economic, educational, and pedagogical, it knits its first webs, in which different processes take place, and it provides continuation of the race and the breed, a proper growth, existence, survival, protection, values and standards. Thus, it contributes to the enhancement of the process of civilization and it connects the human to the social community.

Keywords: family, primary functions

Introduction

The family gets a dominant meaning through the functions, that provide growth and development, material, social human relations, for proper functioning of the person, education, schooling, within a socially accepted system of values. It is considered as a basic cell of the society, and also a "cornerstone of the society", without which, is hard to imagine the functioning of the human society as a whole on one side, and the elements that make its structure, where undeniably belongs the family, confirmed as a primary social group, on the other side. The family is that part of the human society and the organizational structure of the society that is common for all people, regardless of their class background, social power and influence. On the other hand, society appears as a foundation for building a family, depending on the social objective conditions. Relations in a certain social system confirm the form and content of the family, its stability, and integration, unless they are in opposition with the social character of the functions. If so, then a gap is created and the functions get an element of disorganization, and instead of stabilization, it becomes a destabilizing factor.

The functions of the family determine the character of the family, the stage of development and the influence on the society. Through the civilizational and historical growth, the family is built over a system of values, which get universal, moral, and ethical meaning. In the past, the family, and also the position of the child, belonged to the private sphere, but today, they receive a wider attention, supported by the international documents, including the UN Convention for children's rights. The functions of the UN Convention for children's right, which promote several groups of rights, overlap with the functions and duties of the family, some of which include the necessity of providing suitable standards, growth and development, social security, protection, care, wellbeing, security in life, a proper educational and pedagogical function,

surveillance and control. But, when every function collapses, it also ruins everything that is positive, it loses power and importance, and it produces negative influence. Such negative influence is represented by the absence of suitable conditions for existence, standard of life, of suitable social environment, of control, protection and care, of security and stability in everyday living, by threats to the growth and development of the minors, by lack of emotional warmth, love, education. All of these influences which arise in absence of the family functions lead to juvenile delinquency and crime.

Biologically – reproductive function

The biologically reproductive function is the most significant, universal, permanent in the family. It is connected with the sexual urge, the life of the man whose reproduction is realized within the family. This function by itself, contains of two elements – satisfying the strongest human urge, i.e. the sexual urge that is strongest because it enables fertilization, continuation of the breed, and - the emotional connection expressed as love, care by the ones who carry the fruit, but also to the fruit itself. This inborn urge, gives the man the biggest and strongest personal pleasures, but also either confirms his strength or downgrades him as a conscious, biological, and social figure. Due to the strength of the human sexual urge, occur the hardest and the most difficult, the cruelest, the most inhumane manifestations, in the form of deformations, also known as perversions: promiscuity, prostitution, rape, up to different deformations in the sexual relations and communications, also known as perversions. The more a man is strong and capable to control the sexual urge and to protect himself from such deviations, the kinder, the greater, and the more humane he is. Otherwise he equals himself with an animal being.

This reflects the overall life, his social behavior, it either makes him or not a human person. It comes down to an area of the human living, socialisation of the sexual drive, which makes a man a hedonistic creature (a creature that loves, creates and enjoys the pleasures) and it belongs to the most common, the most massive, and the most present area, in which the strive for pleasures leads to human deformations. This commonality makes the conditions for gender communications and biological relations to appear in two ways: a necessity for continuation of the breed, but also deformations in the person and the family, as a distortion of this function. Here start the first deformations of the members' formation, if the family isn't based on a high moral, ethical values, on building proper relationship towards the sexual drive and the sexual life, which is of a high significance. Certainly, in that context, the perversions are stressed as psychopathological disorders that represent a regressive kind of a distorted sexual life, as a change of the aim of the urge and its substitution with a more minor aim. In this context the most emphasized deformation is pedophilia, as well as other forms of deformations that lead to criminalization of the sexual intercourse and the sexual life. It imposes problems on the children and all this leads to many negative consequences that affect their growth and development, causing them to become antisocial.

Today the family is not the sole unit where a man is born, he is also created out of it (illegitimate children), children from a test tube, artificial insemination, cloning etc. Those processes, outside or within the family, are still occurrences, that in a certain way are expressed as deformations, disorders, deviations from the natural function of the family, and human alienation. The social dimension of the biologically – reproductive function makes sense and significance, which provides continuity, it rejuvenates; the culture and the civilization regulates the birth rate, thereby ensures the survival of the society. Through the sexual relations, as well as the continuation of the breed, the genders build their behavior in a more social way, that literally provides biophysical potential of the social community, producing new members, gaining responsible parenthood, and confirming the biological aim. The biologically –

reproductive function, is realized out of the family as well. That act, (as an occurrence), opens up many socially – legal, sociological, social, economic, socio – psychological, moral, ethical, up to philosophical questions and problems, that throughout the development of the society along with the family, are not given the same answers. Sometimes they determine the core of the family itself as a primary social group. This function sometimes is determined as the primacy of the family, but with the civilizational growth, which led to new views and perceptions on the realization – satisfaction (i.e. satisfying the human sexual urge), the taboos are left behind. There are prohibitions and severe punishments, from degradations and humiliations, to the destruction of the fetus and the one who is carrying it (sharia law, the infidelity and giving birth out of the family (the marriage)), since they are considered the hardest crimes that deserve to be most severely punished, and these occurrences carry with them and are estimated as a kind of social pathology that happens in and out of the family. Today there are already present and exist a lot of new perceptions of this function of the family. But regardless of how it's being approached, from the legal and the social point of view, the perceptions, from a morally-ethical point of view, the fact that these represent social pathology, has not vanished. It must be approached as a valuated occurrence and the ones who take part in it in one way or another need help (a kind of treatment), that will secure their normal, positive integration in the society (in the records and the statistics the illegitimate child is still present, whose legal, social and economic status is not clearly defined nor solved in a satisfactory manner, causing trauma for the person and the mother. This doesn't happen because of the ones who participated in this act, but because of the attitude of the society towards this act (which is not liberated from the taboos). But, the liberal perspective to the occurrences of pathologies in the sexual relations, also demands explanation about the role of the family from this aspect and treats this function as a criminality factor.

Through the social development, in this function dominate different values, while in the traditional patriarchal family prevails a form of great fertility, giving birth. In the modern family the reproductive function completely disappears and priority gains the fulfillment of the most intimate desires. While children become a rarity, the hedonistic spirit of the man gets more and more emphasized. The modern Macedonian family is characterized by its decreased reproductive function, becoming a serious threat to the community and the society, primarily because of the abstinence from marriage, i.e. not getting married, because of not giving birth or because of a low level of natality, expressed mostly in the young generations. It is certainly due to an undeveloped national policy and as a “syndrome of the white plague” and one phenomenological form of disorganization.

Biological-psychological function

This function enhances the psychological-emotional connection between the members of a family, and their roles, especially through the children. Love is emphasized between the parent and the child, along with the relations between the members, through which dominates the care, security in the living, the protection in the good and the bad. The biological – psychological function gets a meaning through the nature of the kinship, relations of the members of the family, as well as the number of relatives within the family. The family is divided in two types: big or extended and nuclear or small family. Depending on the type of relatives, present in the family group, the latter is either distinguished as a whole family, composed of parents and children, or as incomplete, deficient family. The basic role of this function is to transmit positive features to the child's personality and develop the individual mental features through the biological, natural way. In that part, we should emphasize the forming of the character, as a mental feature that is connected with the moral side of the person. Hence the forming of the system of values, emotional life, feelings and building attitudes, not only towards ourselves but

also towards the others, dictate the norms of the wider community. In such complex interaction, the social family relations are built through the emotional communication, woven with tolerance, understanding, help, control, and based on discipline and education.

This is the reason why children and youth are built with positive features, as independent, self – confident and balanced. But when in the family the emotional feelings are ruined, the psychological environment at home is necessarily changed.

The emotional instability, the frequent clashes, the conflict of roles, turn the family home into an unsuitable environment, where the frustrations and aggressions lead to violence, deterioration, and divorce. The deterioration of the emotional relations, is manifested with absence of warmth, understanding, positive communication, lack of care, which are of a crucial importance. In the contrary, there would be no control, discipline, and basically the parent's responsibility and duty would be neglected and that'd lead the family to disorganization. Such occurrences lead to deformations that have negative influence on the forming of the child and his system of values, emotional feelings. Thus, the child is formed in a wrong, negative way in the family.

The responsibility of the parent lays in the emotional feelings of love, communication, advice, attachment, etc. The irresponsibility occurs as a pathology of the family, and the individual is left with permanent, negative consequences. The absence of love, the severity in that relation leads to the withdrawal of the person or to aggression, insecurity, vacillation, and to developing the tendency of neuroticism. On the other hand, an excessive display of tenderness and emotions, may also produce negative consequences in the person's development. This function unfulfillment of the psychological dimension of the family, leads a person to negative behaviors, destruction, and disturbance, but also to the disturbance in the social life, and also to delinquency and criminality. Today, this affects especially the category that we call as "children at risk", where the socio – psychological function of the family is not fulfilled. It includes the person with his feelings and emotions, and his relations with the rest of the the family members, friends, and the environment where he lives and works.

All these occurrences cause the child's personality to develop negative values, because he's in a state of risk, his growth is endangered, as well as his care, education and socialization in general.

Economic function

The economic function should provide every person with basic existence, survival, and to create conditions for economic, normal development, life and growth. In order to provide basic needs, the family is involved in the labor process, and generates income into the family's budget, so that the material needs are met. Revenues in the family play a big role on the stability of the family, which in turn confirms the good or bad financial position and is a "scale" to confirm the social status of its members, and security benefits in the lives of the family in the society. The conditions created by the family, that correspond with the social status, create the personality, and in accordance with the social environment in which it lives and works, it provides conditions to develop a positive and creative personality.

When the family does not generate income or generates low income, its standard of living is low, the budget cannot meet the basic necessities of life, then the family becomes prey to mutual transfers and in that environment several problems are imposed: unemployment, misery, poverty, poor housing conditions, uncertainty, quarrels and conflicts. These problems characterize the interpersonal relationships, disturb the balance in family relationships, and brings uncertainty, anxiety, decay in life. Disruption of the economic function opens space for influence on other functions; especially disruption of psycho-social relationship creates conditions for absence of educational function and causes loss of discipline, in parallel with

indifferent attitudes, and thus the child does not gain positive moral and cultural values. It gets into educational and social problems, neglecting education, having an incorrect worldview, lifestyle, relationship to society.

The economic function has an educational dimension, especially among its members that develop, establish attitude to work. The educational role forms a system of values by which labor, most importantly work is of the highest value and forms a person, who creates conditions for life and development, and ensures a position within the society. The negative attitude towards unemployment, or avoidance of work, creates a situation which is referred to as "alienation of the man", which entails serious consequences for the position of the man in society, in its legal, social, socio-cultural, economic and other senses of the individual. The economic function of the family is crucial because throughout history it has been a constant element in its creation, as a form of human habitation, where it functions as a community that produces what it needs and creates life for its members and the society; therefore it is called a "production community". Today's altered economic, social, and other relationships in society, set the society as "consumer", because the work and production is not in it, but in its members. Work is created and individuals acquire revenues by working with someone who pays for their work. The economic function, by its content and manner of realisation changes, receives new contents and obligations, in accordance with the economic and social development of the society and the position of the man. Hence, the family as a social group that does not provide conditions for basic subsistence of itself and of its members, does not provide and does not train its member for creative work and does not even provide basic livelihood. Thus, not only these family functions are disorganized, but the latter receives features of an environment that is contrary to its function and acts by a great force of criminality factor, and maintains or pushes its members into crime, delinquency, and social pathology.

Educational-pedagogical function

Educational and pedagogical function is the most important and indispensable attribute of the family and because of its importance and uniqueness gets the force of impact on the youngsters and their formation into individuals worthy of themselves, of their family and society. The educational and pedagogical function is an extension of the bio-psychological function, filled with love, tenderness, and warmth, teaching lifestyle and worldview. Because of that relationship, the child development starts through education, in order to gain the first experiences, knowledge, abilities, work habits, education, to form attitudes, accept values, criteria for everything that is true, moral, good, and humane. In those family conditions where there is harmony and mutual communication, starts the socialization, habits, values, which form the foundations of a child's personality. The cultural behavior, which is supplemented with pedagogical purview, prevents the negative consequences and altogether affects the development of the child as an autonomous individual member of the family and of society. Through socialization and establishment of the first steps of contacts, develop ways and habits of socially adapted personalities, who are helpful and selfless members of society. Moral lessons transmitted from parents to the youngest members receive are of an educational and disciplinary nature, intended for their children to be guided by the norms of balanced and harmonious development, both within the family and in society. This mirrors the transmission and educational function of the family in a broad sense, in that of tradition and culture, moral values and customary, legal norms.

But when family members and especially parents neglect the children's upbringing, then they neglect the responsibility of supervising, controlling, and disciplining their children, as members of the family and society. Then socialization for the good, moral, and human values, loses its meaning, and gives way to negative habits, adapting selfish and subcultural values,

attitudes, and views, that are contrary to the generally-accepted legal and moral norms. In this respect, when parents and children are governed by the same moral norms, values, and attitudes, education is transferred to the street and peers; if individual members demonstrate a behavior that is contrary to the expected, which may manifest as deviant or delinquent behavior, then the family has not fulfilled its role of an educator. When parents exhibit behavior that deviates from social norms, then we may say that the family has not performed the role of a successful educator and in that case is degraded, brings disruptions in balance, disorder and chaos, in the obligations and duties. In such case, the family appears as factor which leads to criminality and gets a negative connotation in relation to the overall development of the man, as it deviates and adversely affects the formation and the realization of the man as a humane, creative, creature. Thus it becomes an arena of socio-pathological phenomena and criminality. This feature, receives new contents and obligations, under the social economic and social cultural development of society and the position of the man in it. The traditional family upbringing rests on the basis of acquiring first knowledge of working life, good and bad, with great influence of religion and the will of the father, and carries features of strict moral upbringing, driven primarily by the low level of developed forms of social life. With the emergence of modern civilization and idealization of childhood, upbringing and education are becoming key priorities in the community and are shared with the society. Education and upbringing are deeply nested at the root of society, in educational institutions and schools, and they completely changed the entire system and thus becoming an unchangeable element of child development, place and position in society and position of human and labor, and his progress in the society. But on the other hand, not attending school or dropouts, display an impaired educational function within the family but also the position of the family in society. The acquisition of education and creation of a better social status goes along with revenue and reputation and forms the status of the family and its members. Hence, lack of the educational function creates big differences between family members, especially among young people and parents, and hence result in a number of conflicts and different styles of parenting. A conflict of generations reduces the role and importance of the educational function and creates negative outcomes. But the development of society, the string of phenomena and processes, the imposed values, attitudes, and views that have changed and altered, have weakened the educational-pedagogical content and activities, that reflect on the socialization and communication, which is necessary and indispensable and without it, the family, especially its members, cannot perform its educational purpose.

The family that does not realize its educational and pedagogical function, does not perform its transmission role, creates incapable members of independent life, maladjusted persons, useless members of society. Thus, it introduces a situation which may create in itself a social risk, identified in the literature as a state of "children into contact and conflict with the law". Within such conditions, the family becomes a factor for criminality, and due to the lack of its educational and pedagogical function, it creates conditions for the youngest members to be associated with delinquency and crime.

Conclusion

The family gets a dominant meaning through the functions that provide growth and development of material, social, and human relations, needed for the proper functioning of the person, education, schooling within a social accepted system of values.

When functions are disrupted, the positive influences of the family are lost, especially over the children. This is why negative influences occur, leading towards crime and delinquency. For the protection of the child and the family, the society must undertake measures of integration, through its institutions of social protection, health, and education. By

respecting the child's rights, every society must work in an organized way, in order to overcome the negative influences on the child as well as on the family.

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