

PLOVDIV UNIVERSITY „PAISII HILENDARSKI“



Department of Psychology at the Faculty of Education

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"Risk Behavior in Adolescence"

A B S T R A C T

**of a Dissertation for Awarding of
an Educational and Scientific Degree "Doctor"**

Field of Higher Education: *3. Social, Economic and Legal sciences*

Professional Direction: *3.2. Psychology*

PHD Programme: *Pedagogical and Developmental Psychology*

Scientific adviser: Dr. Levkova Irena, Assoc.Prof.

Plovdiv, 2023

The total volume of pages is 241. 33 tables, 6 figures, 18 scales – 9 in tabular form and 9 in the form of diagrams and 10 appendices. The number of cited sources is 343, of which 24 are in Bulgarian.

Defense materials are available at the Department of Psychology of the PU "Paisii Hilendarski".

The defense of the dissertation will take place at an open meeting, which will be held on 29/05/2023, from 1:00 p.m. in the meeting hall of the New Building of PU "Paisiy Hilendarski"

INTRODUCTION

Relevance of the research topic: There is a significant increase in the number of families facing parental separation or divorce. This leads to some changes in the psycho-emotional state of children, witnesses or participants in this process. Thus arises the need to realize and analyze research related to these family difficulties and challenges accompanying the development of children, as a substitute for the missing parent. The practice of family counseling shows that fathers, mothers and their children care about their relationships with each other even when they are apart. Not every parent manages to consciously build a productive relationship with the adolescent, for a number of socio-psychological reasons. Parent-child relationships have been extensively studied primarily in young children and those in their teens, the family crisis of "uprooting" has not been sufficiently described, and there is virtually no empirical research on parent-child relationships that are on the cusp of adulthood as they are. the teenagers. Without a clear understanding of the patterns of the separation process, it is difficult to anticipate possible challenges in the relationship and also to overcome existing family conflicts. Restructuring parent-child relationships is a complex process for both parties. The change in the age frame, the increase in life expectancy leads to the fact that the dependence of children on their parents is prolonged, and in some cases never stops. As evidenced by the works of a number of foreign and domestic researchers, infantilism has become a characteristic feature of the socio-psychological portrait of the younger generation. But even with complete families /of two parents/, relations of cooperation of one parent with the child or children are often observed. This phenomenon is highly prevalent in Bulgaria, not only because of the integrity or lack thereof in families, but also because of cultural and local peculiarities.

Many parents delegate responsibilities to their adolescents that are not typical of the adolescent's age (Jurkovic, 1999; Le Goff, 1999; Welles, 1999; Byng-Hall, 2002). In addition, we are familiar with the specifics of adolescence and know that it is characterized by a kind of rebellion against parental authority and a strong affiliation with a peer group or interest group emerges. The social circle, outside the family environment, in most cases becomes the new authority for the adolescent and he strives to imitate and fulfill the new requirements of the environment in which he is a "member".

I. General characteristics of the dissertation work:

The dissertation is developed in an introduction; three heads; summary; contribution; applications; literature.

- I Chapter - In the first chapter, a theoretical justification of the problem of parentification and risky behavior is presented; risk behavior and parentification.
- The second chapter presents the design of the empirical study.
- The third chapter contains results and analysis of results from the empirical study of the parental relationship with the FRA (Family Relationships Assessment)

FIRST CHAPTER

Literature review

1. Relevance of the topic. Theoretical and practical significance of the study

Characteristics of risky adolescent behavior:

Although scientists have yet to reach consensus on what exactly drives adolescents to take risks, most agree on some key components of adolescent risk-taking behavior, including impulsivity, sensation seeking, self-regulation/impulse control, working memory, and inhibition of the reaction (Hartley and Somerville, 2015; Rodriguez., 2016).

Some of the most unhealthy adolescent risk behaviors are associated with impulsive traits that emerge in early childhood. Higher levels of impulsivity in children as early as age 3 have been associated with drug use and aggressive behavior in adolescence (Romer, 2010). Similarly, sensation seeking, or the tendency to seek new or exciting experiences, may also lead to increased unhealthy risk-taking behavior (Duell and Steinberg, 2019).

Self-regulation, also called impulse control, refers to the process by which individuals effectively manage impulsivity and sensation seeking. Higher self-regulation is associated with fewer unhealthy risk behaviors, including substance use and antisocial behavior, among middle school students (Fosco et al., 2013). Additionally, research suggests that self-regulatory skills

can be enhanced by engaging in positive risk-taking behaviors that require planning and impulse control (Wood, Dawe, Gullo, 2013).

Taken together, these findings suggest that healthy risk-taking may provide adolescents with important opportunities to practice self-regulatory skills and thereby narrow the developmental gap between sensation seeking and self-regulation during adolescence.

The literature on parentification indicates that this process and the associated roles and responsibilities adversely affect many children and that it may later be associated with psychopathology and poor functioning in adults (see Chase 1999). Based on this assumption, a comparison will be made between several age groups known to be in the process of parentification /by observation/. Additionally, parentification in childhood can lead to negative consequences in adulthood, including fear of having children and/or the transmission of parentification across multiple generations (Boszormenyi-Nagy and Spark 1973; Bowen 1978; Chase et al. 1998). Structural Family Systems Theory: The Effects of Family Functioning on Parentification Structural Family Systems Theory further elucidates the potential for negative aspects of parentification. For the dysfunctional family, parentification is usually a destructive process. The family structure can be described as having unclear and inconsistent boundaries, hierarchies, roles and responsibilities. Thus, the family system may produce a mismatch appropriate overlap in subsystems, with some members participating in roles normally reserved for other members. Furthermore, in these families, boundaries can often be seen as skewed, rigid, or non-existent. Minuchin et al. (1967) referred to this type of family as an entangled family that is, a family in which one member becomes overly attached to, or even exploitative of, system members at various hierarchical levels. Parentification, in this context, is a role that the child or children take on indefinitely. Like the children's parents, the behavior goes unnoticed and unrewarded and is done at the expense of such children who are unable to participate or are deprived of age-appropriate behaviors and activities. Dysfunctional families manifest and exist as a result of the family's inability to maintain an appropriate structure boundaries and subsystems, in addition to family maltreatment adaptive response to necessary environmental changes or developmental needs of individuals and the family unit. Pathology may exist if family members maintain rigidity in boundaries and appropriate transactional patterns rather than changing to adapt to stressful events. Thomas (1992) suggests that dysfunctional families often struggle with an inability to restructure appropriately during developmental changes and/or they show a lack of awareness or skills to deal with unexpected or major environmental changes that often lead to conflict in parental relationships. Structural

family systems theory also further elucidates the potential for positive aspects of parentification.

II. 3. Concepts and forms of risky behavior in adolescence:

The word risk "is not only historically fueled by various spiritual and life sources" (Banse & Bechmann, 1998, p. 7), but is also subject to different scientific definitions with different connotations. Against the background of his introduction to sociological theory formation (risk research), Luhmann (1990) criticized the lack of etymological clarity and the lack of historical treatment of the term, as words such as "danger, uncertainty, chance and in relation to decision-making" (p. 132). Raithel (2011) identifies the microeconomic theory of rational choice (Knight, 1921) as the origin of the scientific use of the concept of risk, which considers risk primarily in the context of choice. Banse and Bechmann (1998) distinguish four topologies in risk studies: (1) risk perception and identification, (2) risk analysis and assessment, (3) risk assessment and resolution, and (4) risk management.

The definition of risk must be distinguished from danger, a threat that is independent of the subject and that is usually evaluated negatively. In contrast, risky behavior is understood as an activity associated with the potential for harm to the subject or its environment, which, however, has no result; is controllable depending on existing skills and is therefore related to capabilities (Raithel, 2011).

It is important to distinguish between temporal and intentional levels of potential for harm. Behavioral intentions can be directed at the environment or at people, thus distinguishing between health, legal and financial harms in relation to people. The temporal dimension refers to the moment in time when potential harm occurs (Raithel, 2011).

II. Study design:

II. 1. Research problem:

Insufficient knowledge of the socio-psychological structure and types of parent-child relationships in the process of family separation or intra-family coalitions and conflicts, including the process of parentification and parent-child coalition. It will be tracked and explored whether strong but unhealthy relationships within the family unit can lead to behavioral abnormalities in adolescent development. Categorical, informative, structural, functional, criterion and typological analysis of parent-child relationships in similar family relationships is poorly represented in scientific documents and literature. More specifically, there is no definition, an overall view of the process of family separation, its socio-

psychological mechanisms and stages is not emphasized. The relationship between parents and children in the process of family separation/disintegration is not described in the integration of the theoretical, methodological, empirical and practical levels of systems analysis. The question of the role, function and expectations of the parents towards the adolescent, who is in a situation of frequent conflicts between his parents, is also insufficiently clarified.

It is important to clarify what makes a parent accept and/or place their child in the role of a diminished adult and the corresponding responsibilities and activities that are not always within the adolescent's power.

SECOND CHAPTER

II. Study design:

II. 1. Problem: to determine what are the characteristics of parent-parent and parent-child family relationships that influence risk-taking in adolescence.

II. 2. Tasks

1. To study literary sources on the problem, as well as existing practices for professional guidance and counseling of adolescents with antisocial behavior.
2. To structure and approve a model for working with adolescents with antisocial behavior, integrating professional guidance and support.
3. To conduct an empirical study in the direction of: – attitudes towards parentification and risky behavior in adolescence.
4. To systematize specific conclusions and recommendations.
5. To create and approve a questionnaire related to the Bulgarian cultural and social features concerning parentification and risky behavior in adolescence.

II. 3. Objectives: study of the parent-child dyad in adolescence and studying the features leading to risky behavior in this age period.

1. To analyze the state of the problem of studying parent-child relations in the process of parentification in the family, based on modern studies.
2. To clarify the main characteristics and structure of the parent-child relationship in the process of parentification in the family.
3. To develop a theoretical model, based on which to identify relations between parent and child in a situation of parentification.

4. To carry out a comparative analysis of the results of an empirical study of the socio-psychological structure and types of parent-child relationships the process of parentification in the family.

5. To determine the main methods and forms of socio-psychological support for parents who have placed their children in an uncharacteristic role, position, expectations and activities for them.

6. To summarize and define processes concerning a wide range of parent-child relationships. The proposed model will enable practical application in the conditions of the existing need for a risk management toolkit for adolescents in a parentification situation. By completing the task, confirmation or rejection of the established hypotheses will be achieved.

II. 4. The object of empirical research is the social and personal development of adolescents and young adults.

1. Subjects examined with the parentification questionnaire PQ - 143 students. According to the information provided by the participants, the persons surveyed are between 13 and 18 years old.

2. Subjects surveyed with the PI Parentification Perceived Benefit Questionnaire; Hooper 2009. The number of individuals studied was 218 adolescents, on the threshold of their maturity, living in Bulgaria ($M = 21.37$; $SD = 2.49$; $Mdn = 21$). The majority were female (86.2%; $n = 188$) – 68%.

3. Assessment with the RCADS (Revised Child Anxiety and Depression Scale) Questionnaire – Number of individuals examined was 117 (aged 13–16; 66% of them male). The majority of the examined persons ($n = 103$; 88.0%) were not under the supervision of the Inspector of the children's pedagogical room at the time of filling out the questionnaire.

4. Examination of a questionnaire for parentification and school achievements PQY- Parentification Questionnaire for Youth - 218 adolescents, on the threshold of their maturity, living in Bulgaria were examined ($M = 21.37$; $SD = 2.49$; $Mdn = 21$). The majority were female (86.2%; $n = 188$).

II. 5. The subject of research is the socio-psychological structure and the types of parent-child relationships in the process of parentification, as well as the risky behavior that may result from the atypical role for the adolescent.

II. 6. Hypotheses:

H 1. It is assumed that the process of parentification has a negative impact on adolescent behavior and is the cause of antisocial and delinquent behavior of adolescents.

H 2. It is allowed that in incomplete families /a family represented by one parent/, the child always occupies and performs part or all of the functions of the absent parent.

H 3. It is assumed that risky behavior in adolescence is a sign of protest against the demands and recommendations of parents.

H 4. It is assumed that adolescents who are raised in families with both parents are less likely to be involved in age-uncharacteristic activities or parentification.

H 5. It is assumed that parentification and risky behavior lead to children's anxiety and depressive states.

H 6. It is assumed that parentification has a significant impact on the events of convergence, competitiveness, rivalry in families with more than one child and school achievements.

II. 7. Toolkit:

For the purposes of this dissertation study, the following were selected:

1. Parentification Questionnaire PQ,
2. Questionnaire on perceived benefit of PI parentification; Hooper 2009.,
3. RCADS Questionnaire (Revised Child Anxiety and Depression Scale),
4. Parentification and School Achievement Questionnaire PQY-
Parentification Questionnaire for Youth.
5. FRA (Family Relationships Assessment) – created for the purposes of scientific work.

The fifth instrument involves the validation of an authored questionnaire that combines aspects of researched and applied questionnaires concerning parentification and risky adolescent behavior. A separate questionnaire is provided that covers aspects of parentification, family relationships, and the concepts of adolescent risk and deviance. The questionnaire is tailored to the cultural and intra-family characteristics of both small settlements and larger ones.

In connection with the need to verify the hypotheses, fulfill the goals and tasks of the dissertation work, as well as to support the creation of the FRA questionnaire, tools are used that are verified by filling them in from a representative sample of individuals. They took part in the specific studies. The peculiarity of the extended examination with several different questionnaires is to test the proposed hypotheses, as well as to look for dependencies between different phenomena having a direct or indirect relation to parentification and risk-taking behavior in adolescence.

The first instrument was presented by G. Yurkovich, which is a questionnaire investigating the exchanged family roles.

In Chapter II, the results of the listed 4 questionnaires are presented, as well as the verification of the hypotheses with these questionnaires and presented results. In a separate Chapter III, an analysis of the FRA (Family Relationships Assessment) questionnaire was made, which was created on the basis of the 4 questionnaires discussed in this chapter. The FRA questionnaire is an attempt to systematize groups of questions concerning the peculiarities and phenomena of Bulgarian stereotypes and relations between generations. It was implemented for the purposes of the present scientific work, taking into account the results of the indicated and analyzed questionnaires used by other authors.

1. Evaluation of the Parentification Questionnaire PQ:

Based on a family systems theoretical framework, Jurkovic and Thirkield (1998) developed a 30-item retrospective measure of parentification, the Parentification Questionnaire (PQ). The specific instrument was developed to clinically measure three dimensions of parentification experienced in one's family: instrumental, emotional, and received justice. The first two factors are types of parentification, as the PQ allows for a distinction between emotional and instrumental parentification.

Participants: 143 students were selected, to whom the specifics and peculiarities of the study were explained in a detailed text file, detailed clarity was not given about the sought phenomenon, due to the need to avoid suggestion and giving socially desirable answers. According to the information provided by the participants, a large part of them are unmarried ($n = 116$; 81%), of which 69.2% are women ($n = 99$) and 30.8% are men ($n = 44$). Respondents ranged in age from 18 to 49, and the mean age was 22.45 ($SD = 6.04$). Self-reported race and ethnicity varied: 36% ($n = 52$) Bulgarian and Christian; 22% ($n = 32$) are defined as persons of Bulgarian origin, but of Muslim affiliation; 19% ($n = 27$) mixed marriage, but belonging to the Christian religion; 13% ($n = 18$) identified as persons of Armenian and Jewish descent; 8% ($n = 12$) were other; and 1% ($n = 2$) failed to state their affiliation and origin.

2. Assessment with the RCADS (Revised Child Anxiety and Depression Scale) questionnaire

In connection with the search for a relationship between parentification and risky behavior in adolescence, a study was carried out with the "Revised Child Anxiety and Depression Scale"

(RCADS). The questionnaire was administered to 117 children (aged 13–16; 66% of them male). In addition to the RCADS, social anxiety and depression facets are known to be present in the same children. Parents are engaged in the study - RCADS - Parent Version (RCADS-P) in addition to other measures of internalizing and externalizing the mentioned phenomena. Children and parents complete the measure of aggression. Factor structure, reliability were investigated convergently /discriminant validity of the RCADS/. Results support the six-factor structure of the RCADS for children (separation anxiety, social phobia, generalized anxiety disorder, panic disorder and obsessive-compulsive disorder, major depressive disorder). The RCADS has demonstrated adequate reliability as well as convergent and discriminant validity with other child assessments.

Table 1. Potential scope of the parentification questionnaire

Потенциален обхват на PQ въпросника.

Средства, стандартни отклонения, потенциален обхват, изкривяване и ексцентричност на компонентите на въпросника за парентификация.							
Фактори	Алфа	n	M	SD	Потенциален обхват	Косове	Куртози
1. Инструментална парентификация	.81	142	23.86	8.10	10 – 50	.230	-646
2. Емоционална парентификация	.82	141	26.92	7.93	10 – 50	.474	-.039
3. Възприемана справедливост	.88	144	24.65	9.09	10 – 50	.281	-.829

Principal component analysis and varimax rotation were performed with criterion set to extract three factors with eigenvalues. These analyzes create a clearer, more interpretable solution. In this case, six complex factors were present compared to many complex factors and no factors yielding an insufficient number of observables (ie, no singletons). The results and an examination of Table 1 also support a three-component solution.

The extent to which PQ factors would yield differential subscale–psychopathology relations was determined. There were differences in the relationships between emotional and instrumental parentification subscales in psychopathology-related scores: instrumental parentification scores were unrelated to SOM ($r = .16$; ns), DEP ($r = .08$; ns), ANX ($r = .09$; ns) but were correlated with GSI ($r = .18$; $p = .05$).

Conversely, emotional parentification scores were significantly, positively related to all domains of psychopathology measured: SOM ($r = .19$; $p = .05$) DEP ($r = .17$; $p = .05$), ANX (r

= .18; $p = .05$) and GSI ($r = .25$; $p = .01$). to a greater extent than the other two types of parentification (Byng-Hall 2002, 2008; Hooper 2003; Jurkovich 1997).

2. Testing Hypothesis 5 with the RCADS (Revised Child Anxiety and Depression Scale) questionnaire.

In connection with the search for a relationship between parentification and risky behavior in adolescence, a study was carried out with the "Revised Child Anxiety and Depression Scale" (RCADS). The questionnaire was administered to 117 children (aged 13–16; 66% of them male). In addition to the RCADS, social anxiety and depression facets are known to be present in the same children. Parents are involved in the study - RCADS - Parent Version (RCADS-P) in addition to other measures of internalizing and externalizing the mentioned phenomena.

Participants:

The participants were 117 children aged 13 to 16 years, surveyed in several schools and vocational high schools, in the middle of on-site training, in relation to COVID-19. Written consent was requested and obtained from the parents of those children who performed willingness to participate in the study, as a specialized questionnaire for childhood - ADHD is provided. Regarding all study participants with ADHD, it appears that 83% ($n = 97$) met full criteria for ADHD. Verbal interviews were also conducted with some of the parent caregivers, the specifics of which are provided in Table 1. Among the children with ADHD, 8 (8.2%) met the diagnostic criteria for internalizing disorder; among children without ADHD, 1 (5.0%) met criteria for an internalizing diagnosis. The majority of children ($n = 103$; 88.0%) were not under the supervision of the Inspector Children's Pedagogical Room during their evaluation, with a view to controlling deviations in their inappropriate behavior.

The study found that although adverse situations in the family system are usually associated with negative and unstable self-esteem, there are cases where situations can facilitate feelings of resilience, self-efficacy and competence (Byng-Hall 2008). One system structure that can produce positive results is when roles are reversed between children and adults and the hierarchy is reversed in the family system. This structure is commonly characterized as a dysfunctional family system and includes the family system process described as parentification (Minuchin 1974).

3. Verification of Hypothesis 4 and Hypothesis 6 (in the part cohesion, competition, rivalry in families with more than one child) with the questionnaire on perceived benefit of parentification PI; Hooper 2009.

The deleterious effects of parentification have been well studied, observed, and documented (Boszormenyi-Nagy and Spark 1973; Hooper et al. 2014). Thus, research that indicates the factors that may confound the often observed negative outcomes is important. One factor that may buffer the relationship between parentification and negative family structures, events, and experiences is an individual's relationship with her or his siblings (Burton et al. 2018; Fitzgerald et al. 2008; Milevsky and Levitt 2005). Relationships with siblings and caring for them can have a significant impact on an individual's development.

On the other hand, a person forced to commit to caregiving responsibilities to their loved ones may feel that being burdened with this commitment corresponds to a burden that is experienced as unfair, thus exacerbating sibling conflicts. based on the differential treatment of parents. As a result, a person may experience difficulties in social adjustment (McHale et al. 2000).

Participants:

Participants in the present study were 218 adolescents, on the threshold of their maturity, living in Bulgaria ($M = 21.37$; $SD = 2.49$; $Mdn = 21$). The majority were female (86.2%; $n = 188$). Most participants self-identified as twelfth graders or junior high school seniors (84.9%; $n = 185$), living outside the family home or sporadically residing in it (62.4%; $n = 136$). The remaining participants had a secondary education (4.1%; $n = 9$) or higher (11%; $n = 24$). Approximately half of the group were in a casual relationship (52%; $n = 113$), 43.6% ($n = 96$) were single, and 4.1% ($n = 9$) were cohabiting with a partner. More than half of the participants were unemployed (55%; $n = 120$). However, some of them had full-time (16.5%; $n = 36$) or part-time (28.4%; $n = 62$) jobs. Their families of origin were composed of both parents (ie, non-divorced families; 85.8%; $n = 187$). The number of siblings ranged from 1 to 6 ($n = 1$, 64.2%; $n = 2$, 22%; $n = 3$, 8.7%; $n = 4$, 3.2%; $n = 5$, 1.4%; $n = 6$, 0.5%).

Participants were gathered from several Facebook groups, in which a link to the questionnaire was offered, to be examined and, if desired, completed. The study used an online version of the questionnaire using the Google form platform. The link to the questionnaire was distributed to the social networking websites of universities and school institutions randomly in large and small residential regions. Participants completed the survey voluntarily.

Validation of the PQY-Parentification Questionnaire for Youth and school achievement.

Exploring the relationship between reversed family relationships in the parent-child dyad and motivation to learn and academic achievement.

Implementation of the survey:

The research was conducted during the academic year 2020/2021 (from April to June). It was carried out in two public schools invited to join the study. These schools participated in larger research studies and were used as training bases for humanities students, and school administration and teachers offered their assistance in the recruitment and administration phases of the study. Teachers support the administration of informed consent forms to students' parents or legal guardians. Prior to conducting the study, adolescents provided their informed consent for the study. After a brief introduction, students complete paper-and-pencil questionnaires during one of their classes. Examination procedures last approximately 25-30 minutes. Gratitude is expressed to the participants for their responsible cooperation in data collection.

The study was conducted in two public schools located in two regions of the city of Plovdiv, Bulgaria. 191 adolescents took part in the study. Every member of the class was invited to join the study, but only students whose parents gave consent and who had siblings participated. Girls comprised 55% (n = 105) of the sample, boys 44.5% (n = 85), and 0.5% (n = 1) of study participants did not provide information on their gender. Participants were aged 12-18 years, with a mean of 14 (M = 14.61; SD= 1.26). All participants have siblings and 90.1% of them live with both parents. The participants are diverse depending on their socio-economic background. On a scale of 1 to 10, the mean family socioeconomic status was M = 6.6; SD = 1.68. The study applied two questionnaires (PQY-Parentification Questionnaire for Youth, Borchet et al., 2020a; version KidScreen-27, Mazur et al., 2008) and a demographic information sheet.

Evaluation of the FRA questionnaire:

Research setting:

For the purposes of the study, the following groups were divided and studied:

Participants:

The 1st age group, 13-15 years old, was chosen in accordance with the identity crisis that arises with the beginning of the adolescent period and the search for an answer to the question "Who am I". At this age, it is important to explore the dependencies in the interpersonal relationships

in the parent-child dyad and the possible rebellion towards detachment from the parental figure. In terms of parentification, it is considered that at this age children are most loyal and most easily controlled to take on roles uncharacteristic for their age. 2nd age group 16-18 years, refers to a more conscious and controlled period of the adolescent, in which he can largely manage his thoughts and behavior. There is a desire to separate from the parental figure, there are more concrete and realistic resources for dealing with difficulties, there is an awareness of the risk and consequences of the behavior. In studies of parentification, it has been found that in this age range the adolescent makes a distinction between imputed guilt and conscious guilt. This is probably also the reason why children at this age are more likely to engage in oppositional behavior towards their parents and do not agree with their opinion completely.

Обобщена статистика и корелации между изследваните променливи (N =

218)

Променлива	M	SD	Мин	Макс	α	1	2	3	4
1. Възприемани ползи от парентификацията	3.22	0,98	1.00	5.00	0,77				
2. Самочувствие	28.07	6.28	10.00	41.00	0,90	0,40 **			
3. Сближаване	3.33	0,63	1,50	4.63	0.86	0,54 **	0,36 **		
4. Комуникация	3.17	0,77	1.17	4.67	0,85	0,47 **	0,32 **	0,85 **	
5. Съперничество	2.02	0,70	1.00	4.17	0,79	-0.30 **	-0,23 **	-0,35 **	-0,34 **

The importance of this dissociation is to determine whether and to what extent age and awareness of the parent-child relationship influence negative behavioral development in adolescence. Is the latter caused by the rebellion for separation and independence, or is it resistance to guidance and boundaries, or is it a refusal to accept parental commitments. Everything said so far corresponds to the proposed hypotheses mentioned at the beginning of the dissertation. It is of essential importance to mention that risky behavior is not only that behavior that has to do with breaking rules, norms, boundaries and authorities /alcohol abuse, PAV, child delinquency, etc./, but also impossibility to control one's own emotions and build

an adequate self-image. This, over time, can lead to difficulties in social adjustment, isolation, inability to cope with life events, feelings of guilt and blurred responsibility.

The results of the direct and indirect effects analyzes for the accepted model indicated partial mediation of the perceived benefits of parentification and self-esteem. Perceived benefits of parentification and self-esteem in the context of sibling relationships remained positive ($B = 0.124$; $p < 0.01$). In summary, the accepted model was confirmed due to a statistically significant partial mediation effect (direct effect: 0.272 ; $p < 0.001$; indirect effect: 0.124 ; $p < 0.01$)

Methodology:

1. A division by gender was made, the purpose of which is to establish whether and to what extent there is a dependence between gender and the parent-child relationship in the acceptance of risky situations in adolescence. In relation to the stated hypothesis, it is important to investigate whether girls or boys show a greater tendency to take on a partner role in relation to one of their two parents, what is the reason for this and whether it leads to antisocial or risky behavior. Criteria "with one or with two parents" was made in order to determine whether children living with only one parent are more likely to "play" the substitute function of the absent parent or there is no such dependence.

2. A mathematical model was created to process the data obtained from the conducted survey, with the input and output data being additionally subjected to stress through various analytical, mathematical and regression procedures. The purpose of the additional calibration is to achieve maximum accuracy in the processing of both the input data and the final result. For the purposes of the mathematical model, the data are seasonally smoothed, taking historical coefficients from official sources - NSI (<https://nsi.bg/bg/content/3797/>). The model aims to derive a mathematical dependence for the development of the studied questions.

Implementation:

The model provides data for development in a 4-year period ahead.

I. A transformational model for analyzing the dependence of parentification on adolescent risk behavior.

The integrity of the questionnaire has been implemented in line with other similar questionnaires investigating parent-child relationships and the phenomenon of parentification.

Given the fact that in the Bulgarian culture and understandings certain stigmatizing activities are embedded, such as the message "I expect you to take care of me when I grow old", puts the adolescent in a position of making a moral commitment to his parent. This, to some extent, stands as a guiding idea throughout the adolescent's life, especially if the parent is often reminded of his words. Another particularly important point is the place of settlement and culturally specific beliefs. It is believed that adolescents who grew up in smaller settlements and without a lack of ambition for the big world are "doomed" to comply with the requirements of their parents, while adolescents in more developed parts of the country are not so inclined to agree with their parents opinion and recommendations. This is likely to be the case given strongly ingrained values and understandings, passed down through generations, bearing a characteristic affiliation of the adolescent to a particular community or family group. The connection between generations is also a strong symbolic act and a moral duty: "just as I took care of your sick grandmother, I expect you to take care of me."

4. Testing of Hypothesis 6 (in the school achievement section) with the PQY-Parentification Questionnaire for Youth.

Exploring the relationship between reversed family relationships in the parent-child dyad and motivation to learn and academic achievement.

Implementation of the survey:

The research was conducted during the academic year 2020/2021 (from April to June). It was carried out in two public schools invited to join the study. These schools participated in larger research studies and were used as training bases for humanities students, and school administration and teachers offered their assistance in the recruitment and administration phases of the study.

Teachers support the administration of informed consent forms to students' parents or legal guardians. Prior to conducting the study, adolescents provided their informed consent for the study. After a brief introduction, students complete paper-and-pencil questionnaires during one of their classes. Examination procedures last approximately 25-30 minutes. Gratitude is expressed to the participants for their responsible cooperation in data collection.

Subjects:

The study was conducted in two public schools located in two regions of the city of Plovdiv, Bulgaria. 191 adolescents took part in the study. Every member of the class was invited to join the study, but only students whose parents gave consent and who had siblings participated. Girls comprised 55% (n = 105) of the sample, boys 44.5% (n = 85), and 0.5% (n

= 1) of study participants did not provide information on their gender. Participants were aged 12-18 years, with a mean of 14 ($M = 14.61$; $SD = 1.26$). All participants have siblings and 90.1% of them live with both parents.

The participants are diverse depending on their socio-economic background. On a scale of 1 to 10, the mean family socioeconomic status was $M = 6.6$; $SD = 1.68$.

The study applied two questionnaires (PQY-Parentification Questionnaire for Youth, Borchet et al., 2020a; version KidScreen-27, Mazur et al., 2008) and a demographic information sheet. A variable has been introduced as the arithmetic mean grade for all final grades obtained in all subjects at the end of the previous academic year (it is reported on their annual class leaving certificate). The grades that students can get in Bulgaria vary from 2 to 6, with 6 being the best possible grade and 3 being the lowest grade that allows passing the class. In the current sample, mean scores ranged from 3 to 6, with a mean of 4.52 ($M = 4.47$; $SD = 0.79$). Average final grades are student self-report. The present study used average final grades from the previous school year.

4. Testing the hypotheses related to parentification with the FRA questionnaire:

Research setting:

For the purposes of the study, the following groups were divided and studied:

Subjects:

The 1st age group, 13-15 years old, was chosen in accordance with the identity crisis that arises with the beginning of the adolescent period and the search for an answer to the question "Who am I". At this age, it is important to explore the dependencies in the interpersonal relationships in the parent-child dyad and the possible rebellion towards detachment from the parental figure.

In terms of parentification, it is considered that at this age children are most loyal and most easily controlled to take on roles uncharacteristic for their age.

2nd age group 16-18 years, refers to a more conscious and controlled period of the adolescent, in which he can largely manage his thoughts and behavior. There is a desire to separate from the parental figure, there are more concrete and realistic resources for dealing with difficulties, there is an awareness of the risk and consequences of the behavior.

In studies of parentification, it has been found that in this age range the adolescent makes a distinction between imputed guilt and conscious guilt. This is probably also the reason why children at this age are more likely to engage in oppositional behavior towards their parents and do not agree with their opinion completely.

The importance of this dissociation is to determine whether and to what extent age and awareness of the parent-child relationship influence negative behavioral development in adolescence. Is the latter caused by the rebellion for separation and independence, or is it resistance to guidance and boundaries, or is it a refusal to accept parental commitments.

Everything said so far corresponds to the proposed hypotheses mentioned at the beginning of the dissertation. It is of essential importance to mention that risky behavior is not only that behavior that has to do with breaking rules, norms, boundaries and authorities /alcohol abuse, PAV, child delinquency, etc./, but also impossibility to control one's own emotions and build an adequate self-image. This, over time, can lead to difficulties in social adjustment, isolation, inability to cope with life events, feelings of guilt and blurred responsibility.

1. A division by gender was made, the purpose of which is to establish whether and to what extent there is a dependence between gender and the parent-child relationship in the acceptance of risky situations in adolescence. In relation to the stated hypothesis, it is important to investigate whether girls or boys show a greater tendency to take on a partner role in relation to one of their two parents, what is the reason for this and whether it leads to antisocial or risky behavior. Criteria "with one or with two parents" was made in order to determine whether children living with only one parent are more likely to "play" the substitute function of the absent parent or there is no such dependence.

2. A mathematical approach was created to process the data obtained from the conducted survey, with the input and output data being additionally subjected to stress, through various analytical, mathematical and regression procedures. The purpose of the additional calibration is to achieve maximum accuracy in the processing of both the input data and the final result. For the purposes of the mathematical model, the data are seasonally smoothed, taking historical coefficients from official sources - NSI (<https://nsi.bg/bg/content/3797/>). The model aims to derive a mathematical dependence for the development of the studied questions.

Execution:

The integrity of the questionnaire has been implemented in line with other similar questionnaires investigating parent-child relationships and the phenomenon of parentification. Given the fact that in the Bulgarian culture and understandings certain stigmatizing activities are embedded, such as the message "I expect you to take care of me when I grow old", puts the adolescent in a position of making a moral commitment to his parent. This, to some extent, stands as a guiding idea throughout the adolescent's life, especially if the parent is often

reminded of his words. Another particularly important point is the place of settlement and culturally specific beliefs.

It is believed that adolescents who grew up in smaller settlements and without a lack of ambition towards large settlements are more likely to agree to comply with their parents' requirements, while adolescents in more developed parts of the country are less inclined to agree with parental opinion and recommendations, manifesting a kind of adolescent rebellion. This is likely to be the case given strongly ingrained values and understandings, passed down through generations, bearing a characteristic affiliation of the adolescent to a particular community or family group. Intergenerational connectedness is also a strong symbolic act and moral duty.

Conclusions for Chapter II

Based on the findings presented in this chapter based on the results of the four questionnaires provided, it is possible to draw the following conclusions.

Risk-taking activities are an acceptable and necessary part of adolescence, due to the increased neurological plasticity of the brain that makes it particularly flexible and responsive to experiences, and the developmental purpose of such activities to prepare youth for adulthood. Therefore, "risk termination" is applicable in most cases to those unhealthy risk behaviors (eg, substance abuse, unprotected sexual activity), that can lead to negative health outcomes (eg, disease, unwanted pregnancy, sexually transmitted infections). Current research on youth risk behavior does not reflect the experiences of out-of-school adolescents (eg, dropouts, homeless), many of whom are more likely to engage in or have participated in unhealthy risk behaviors. The sexual behavior items included in the Youth Risk Behavior Survey are neither specific nor comprehensive enough to provide the most accurate estimates of the sexual behaviors that today's youth engage in and represent the experiences of a large proportion of adolescents. There are significant racial and ethnic disparities in health behaviors and outcomes that are related to disparities in access to opportunities and supports. Therefore, disadvantaged youth need more resources to reduce these disparities and ensure access to comparable opportunities. Unlike alcohol and tobacco use, sexual development represents a critical developmental task that prepares adolescents for adult roles and relationships. Therefore, it is equally important to support healthy sexual development as it is to prevent negative health consequences associated with sexual behavior (eg, unwanted pregnancy, sexually transmitted infections) during adolescence.

CHAPTER III

Results and assessment of the conducted research with the FRA (Family Relationships Assessment) questionnaire:

Chapter III presents the results obtained from the FRA toolkit, which was created and tested for the purposes of the dissertation work. The current calculation is implemented with Benford's Law (Benford's Law.Capital.bg. 2007-05-15). For the sake of completeness of the study, below in Chapter III the results performed with statistical software SPSS are also presented.

Calculations with Benford's Law:

Calculus realized with Benford's Law: Benford's Law, named after physicist Frank Benford, who worked on the theory in 1938, is the mathematical theory of leading figures. Specifically, in the datasets, the leading digit(s) is(are) distributed in a specific, non-uniform manner. While one might think that the number 1 would appear as the first digit 11 percent of the time (ie one of the nine possible numbers), it actually appears about 30 percent of the time. Nine, on the other hand, is the first digit less than 5 percent of the time. The theory covers the first digit, the second digit, the first two digits, the last digit, and other combinations of digits, since the theory is based on the logarithm of the probability of occurrence of digits.

Calculations with Benford's law are suitable because it has prognostic value for the studied phenomenon and how it would manifest itself in a period of four years ahead. A regression analysis was used to analyze the answers to the questions, by means of which the most frequently given identical answers to the same questions are derived. Regression analysis does not answer the question of what causes. It shows the interrelationships between variables that, in the context of the task at hand, can be interpreted as causal. It is intended for solving general tasks - regarding the type of dependence, determining the function of this dependence, quantifying the parameters of the selected function.

Regression analysis does not answer the question of what causes. It shows the interrelationships between variables that, in the context of the task at hand, can be interpreted as causal. It is intended for solving general tasks - regarding the type of dependence, determining the function of this dependence, quantifying the parameters of the selected function. The variables whose variation we want to explain or predict are called dependent—that is, the consequence. The objectives of regression analysis are to determine how and to what

extent the dependent variable varies or changes as a function of changes in the independent variable that is the cause. Calculations performed with the SPSS program:

For the purposes of the study, two age groups were selected, respectively divided from 13 to 15 years and from 16 years. up to 18 years. A distribution was made by gender - boys and girls, it was distributed according to whether the adolescents live in a family with only one parent or a full family. The environment in which adolescents grow up is also determined as an important factor, namely, whether the settlement is a large city or a smaller settlement. The latter corresponds to the hypothesis that in small settlements it is typical for families and generations to coexist together and for adolescents there to perform certain functions and tasks in the respective families. The questionnaire contains 62 items, with 3 possible answers - "yes", "can't decide", "no". This was done in this way, given the fact that the questionnaire was piloted with a Likert scale with 5 possible answers. A strong impression is made that this seriously confuses adolescents and this leads to misunderstanding and misunderstanding of the questions, as children put emphasis on how to answer. In this regard, a correction has been made in the answer options and they have been reduced to only 3 possible ones. After the change was made, the questionnaire was made available for re-filling, and this significantly led to correctness in the answers given.

The distributions for each of the scales are released along with the main descriptive numerical characteristics, accompanied by graphs. Each of the resulting scales is given a name, according to the phenomenon that is studied and analyzed by the group of questions collected in one scale.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.535
Bartlett's Test of Approx. Chi-Square	3117.456
Sphericity df	1891
Sig.	.000

When initial calculations are made, a strong impression is made that there are negative correlations. An additional calculation was made, after which negative correlations were removed.

Confirmed reliability of the scales.

Cronbach's Alpha	N of Items
.546	8

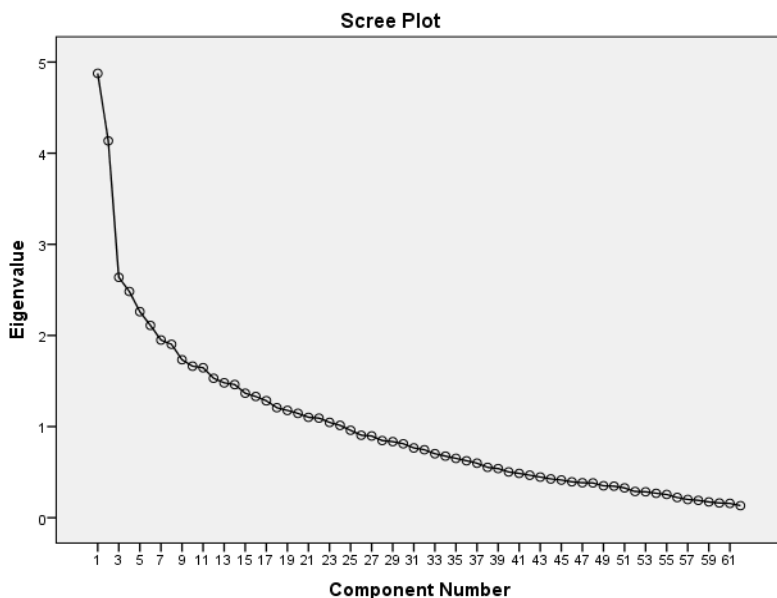


Fig.1 Automatic extraction showed 24 factors (scales), but the hide plot shows that a better option is 9 factors (scales).

	N		Mean	Std. Deviation	Minimum	Maximum
	Valid	Missing				
Скала1	172	0	27.3953	4.25305	11.00	33.00
Скала2	172	0	18.5581	4.63676	10.00	29.00
Скала3	172	0	9.6686	3.06471	6.00	18.00
Скала4	172	0	14.8198	3.71296	9.00	25.00
Скала5	172	0	3.1686	1.57114	2.00	6.00
Скала6	172	0	11.7558	3.13791	7.00	20.00
Скала7	172	0	14.4128	3.00262	8.00	21.00
Скала8	172	0	5.7442	1.88056	4.00	11.00
Скала9	172	0	10.7907	2.79982	6.00	18.00

Scale 1 – parental indifference.

Scale 2 – taking sides.

Scale 3 – family loyalty.

Scale 4 – uncertainty.

Scale 5 – parental expectations.

Scale 6 – doubt.

Scale 7 – responsibility.

Scale 8 – norms.

Scale 9 – uncharacteristic maturity.

Conclusion Chapter III.

Taken together, the results of this study raise questions about the ways in which dynamic family processes occurring in the context of urban poverty contribute to child parenting. The findings suggest that maternal psychopathology, particularly some forms of personality disorder, may create a need for emotional care that transcends social circumstances. In contrast, the psychosocial stress common among women struggling with single-parent family structures, limited formal education, the need to work outside the home, and the lack of social support may contribute to the need for instrumental help defined primarily by social circumstances. Once the need for emotional versus instrumental support is established, the characteristics of the children present in the home may determine which child actually participates in caregiving. As the process progresses, the severity of maternal psychopathology and degree of situational stress may determine the degree to which a particular child is involved. In this study, parentification and parental monitoring did not have significant interaction effects with adolescent risk behavior.

Inconsistent with expectations, increased perceived parental support was not associated with decreased risk-taking behavior, even among those adolescents with high levels of self-control. A possible explanation is that the low levels of perceived parental support of adolescents, especially Bulgarian adolescents, who are usually only one child or have only one sibling in their family, were not absolutely low and thus did not have an obvious difference in impact on adolescent risk behavior from these higher levels of perceived parental support. Furthermore, parental support is hypothesized to be neither a protector nor a risk factor for adolescent risk-taking because individuals during adolescence emphasize peer support more than parental support. Adolescence is the transition period from school age to young adulthood. During this period, students gradually transfer their main activities from the family to social institutions such as schools, classrooms and youth organizations. During this time, the closest relationship with the young person is the peer.

At low levels of self-control, however, lower perceived parental support was associated with more risk-taking behavior at a non-significant level, possibly because both factors may have synergistic effects and self-control is a stronger predictor of adolescent risk-taking behavior than perceived parental support. Therefore, this suggests that in adolescence it is not enough to reduce risky behavior by relying on the environment alone.

Adolescent age had a significant effect only on attitudes towards the level of feeling unfair and family role satisfaction. Developmental stage did not appear to interfere with levels of parent- and/or sibling-focused parenting types (low effect sizes). The older the participants, the less satisfied they were with their family roles and the more they reported feeling unfair. However, this result may be rooted in the developmental dynamics of intergenerational conflict that adolescents and their parents experience as adolescents construct their identities.

However, the frequency of experiencing the highest level of injustice reached 18.1% for late adolescents, 15.9% for middle adolescents, and 14.2% for early adolescents. A serious drawback of the FRA questionnaire is its volume of 62 questions. Taking into account the cognitive impatience among adolescents, it is very likely that at a certain point in filling out the questionnaire, they do not consider the meaning of what is being asked and give completely random answers that do not correspond to the reality of the respective adolescent.

Summary of the Hypotheses.

Summary of Hypothesis 1.

H 1. The process of parentification has a negative impact on adolescent behavior and is the cause of asocial and delinquent behavior of adolescents.

- no significant statistical correlations were found between parentification and adolescent risk-taking. From Yurkovich and Le Goff's research, it is also clear that a direct relationship between reversed family roles and risk behavior has not been established. The two found emotional deficits in the individuals studied, but insufficient confirmation was found as to whether these deficits correlate with risky behavior later in development. Adolescents with weak family ties, who are not involved in conventional activities and are unpopular at school are at high risk of becoming violent, as are adolescents with antisocial, deviant friends.

no significant statistical correlations were found between parentification and risk-taking in adolescence. It is assumed that in our society the process of parentification is unconscious and not a prerequisite for violent activity towards the teenager. However, in a verbal conversation,

some of the adolescents share strong irritation and strong resistance regarding their close contact with their parents, describing this contact as increased control and a desire to interfere in the adolescent's personal space.

Summary to Hypothesis 2.

H 2. The hypothesis is partially confirmed, as there is a significant percentage of respondents in support of it, over 60%. In a study by Yurkovich, the same author found similar data. His assumptions about the reasons are that the object against whom the "vilification" is directed is present in complete families. The interaction of one of the parents with the other - denigration, strengthens the feeling of the creation of a coalition between parent and child. Yurkovich found that the conflict of loyalty in the child was more intense in complete families, for the similar reason identified by the author.

In incomplete families /a family represented by one parent/, does the child always occupy and perform part or all of the functions of the absent parent?

- It turns out that the process of parentification is more common in complete families. This is probably so in view of the possibility of creating a coalition against one of the two parents. In these families, the conflict of loyalty and the feeling of belonging to one of the two parents is much more common. Perhaps the presence of the other parent causes the first to seek an ally in the adolescent, causing him to take sides and denigrate his other parent.

Summary of Hypothesis 3.

H 3. Risky behavior in adolescence is a sign of protest against the demands and recommendations of parents.

- Face-to-face interviews have been conducted with the same, in my role as a three-member panel at the MKBPPMN District "South", for 14 years now. In this way, authentic and adequate information about the reasons for the acts was obtained from the children themselves. At the same time, the parent-child relationships of the parenting cases were explored and observed, with each side sharing the adolescent's family and friendship history. The statistical data analyzing Hypothesis 3 were provided by the Inspectors of the Children's Pedagogical Room at the 1st RUP Plovdiv, as well as by the secretary of the MKBPPMN District "South", Plovdiv city. 1. the committed anti-social act (68.9%); limited sample only for the city of Plovdiv, Southern Region for the period 2019 - 2022. 152 children who went through educational cases for this period, minors 78, minors 74. Minors - 31 girls and 74 boys, minors - 24 girls and 50 boys.

2. rebellion and provocation because it cannot be understood (56.1%);
3. the state of unawareness on the part of the property and the importance of the severity of the act (47.8%).
4. 21.4% of minors fail to formulate clear reasons for their actions.

For 64.9% of the interviewees, adolescents in conflict with the Law provoke to draw the attention of others to themselves, and 33.8% are of the opinion that they rebel because of the fact that they cannot be understood by their immediate environment. The focus on the manifested provocation and actions, in a certain sense, complements the formal-administrative image of adolescents as perpetrators of anti-social acts outlined in the current study. - 78.2% of the surveyed persons categorically accept the author's definition of the adolescent in conflict with the Law, and 21.1% disagree with it.

This is also confirmed by the FRA questionnaire, which was provided to a different group of researched persons - 121 in number, who are not an institution reporting to the Children's Pedagogical Room. What is special about this sample is that the leading reason for engaging in inappropriate behavior is boredom, as well as the need to annoy their parents. 36.7% of the surveyed persons indicate that they have already passed through the Children's Pedagogical Room at least once, and 18.3% of the same have also passed through at least one educational case.

They report that this leads to an increase in emotional tension in the adolescent and frequent arguments and conflicts with parents, which in 20.8% are taken outside: "after an argument with my parents, I am more inclined to take it out on friends." With the onset of adolescence, the emotional contact between the child and parents greatly decreases, while at the same time the emotional contact between peers increases. The teenager is looking for new patterns of behavior to replace what he learned in the family environment. The abrupt interruption of emotional contact with parents is associated with excessive peer influence, often with the onset of antisocial behavior, early sexual contacts, etc. (Madjarov, 2001, p. 14).

Summary of Hypothesis 4.

H 4. Regarding adequately functioning families, statistics confirm that 19.8% of children are involved in age-uncharacteristic activities related to the family structure. Taking sides with one of your parents, loyalty conflict, preferred parent, and negative feelings toward the other. This

is not the case with regard to families in which there is domestic violence - in them over 92% of the cases we are talking about taking the side of the child towards one of the two parents.

Adolescents who are raised in families with both parents are less likely to be involved in age-uncharacteristic activities or parentification.

- Regarding adequately functioning families, statistics confirm that children are less likely to be involved in age-uncharacteristic activities involving the family unit. Taking sides with one of your parents, loyalty conflict, preferred parent, and negative feelings toward the other.

This is not the case with regard to families in which there is domestic violence - in them over 92% of the cases we are talking about taking the side of the child towards one of the two parents. In these situations there is an adjustment of the adolescent from one parent to the other. However, we are not talking about a conflict of loyalties here, since it is believed that the child does not have equally warm feelings for both parents. Usually one is denigrated and "non-existent" to the child. This makes the relationship between the adolescent and the other parent stronger and stronger, i.e. both parties have a "common enemy". In these situations, the child usually identifies with the role of protector or victim, a role that the suffering parent actually plays.

Summary of Hypothesis 5.

H 5. It is assumed that parentification and risky behavior lead to children's anxiety and depressive states.

- The test of Hypothesis 5 confirmed that parents who systematically experience emotional stress or dissatisfaction with life are more likely to display hostile or inappropriate attitudes towards their children. Children in these families, like their parents, were found to experience anxiety and self-dissatisfaction, likely causes of increased anxiety and feelings of inadequacy. Theories about the mechanisms by which maternal depression may contribute to child depression and the developmental pathways for the onset of these conditions in adolescents point to the importance of knowing more about the links between maternal depression and the onset of depression in children and adolescents.

Although not in a large amount (according to statistical indicators), some adolescents experience a state of anxiety and depressive states, apathy, disinterest and alienation. This is probably because they cannot or think they cannot meet the expectations and demands of their parents. This leads to social hesitancy, doubt in one's own skills, qualities, methods, leading to

the feeling of failure and failure. This inevitably reflects on self-esteem, self-control, frustration, tolerance of criticism and depression. Psychosomatics, panic attacks, eating disorders, tremors, paranoia, suicidal acts, insomnia, enuresis, encopresis are often present. Suppressed libido, feeling of hopelessness, desire to "be gone". The inability to explain the causes of these conditions is a valid and logical reason and a prerequisite for atypical and highly risky behavior, with the aim of regaining control over emotions and the body, self-proving, self-affirmation and winning social positions.

Summary of Hypothesis 6.

H 6. It is assumed that parentification has a significant influence in the events of convergence, competition, rivalry in families with more than one child.

- Perceived benefits of parentification were found to be strongly associated with sibling relationship quality. In addition, the quality of sibling relationships is also positively related to the level of self-esteem.

The current study did not support previous findings showing that “emotional parenting” was negatively related to school achievement, which was also evident in research by Chase et al., 1998; Siskowski, 2006; East, 2010. The lack of this effect may stem from the characteristics of the representative sample of adolescents studied (ie, urban lifestyle and high SES socioeconomic status).

In this hypothesis, there is some competition between the children, with one child being preferred over the other, which creates conditions of dissatisfaction and non-preference by one or both parents. Risky situations in this context center around a lack of self-esteem and a feeling of unworthiness to receive affection, conditions of competition for attention and care. In a separate conversation with a sample of children, the same rabbinically named hatred towards parent/s due to excessive care and encouragement of the other child. These same children mention that the "preferred" child is the youngest child in the family, i.e. the one who is not yet aware.

In these parenting cases, the parent's control goes through care and attention, and as if the child is a subject who should give in return - "if I give to you, you will give to me", one of the adolescents named the relationship between his mother and his younger brother as a "perversion", or role playing "she gets angry about stupid things, and he goes to calm her down". In this context, the same teenager is adequately aware of the need to stay away from such family relations, sharing that this is not a normal relationship between mother and son.

Despite some limitations, the results of the present study provide valuable information.

First, this study simultaneously examined the moderating roles of self-control in the relationships between parental support and parent–adolescent conflict with adolescent risk behavior. Findings from the current study provide evidence for problem behavior theory, expand our view of the mechanisms underlying parent-adolescent relationships, self-control, and adolescent risk behavior, and add to previous relevant research data.

Second, the current study found that the parent–adolescent relationship can predict adolescent risk behavior and vice versa, providing further support for the transactional model. Finally, the findings may provide guidelines for intervention and prevention of adolescent risk behavior. The study suggests that to reduce adolescent risk-taking behavior, we should focus on building good parent-adolescent relationships and improving individual self-control, especially the latter. For adolescents, it is important to increase the learning of self-control, self-improvement, the development of assertiveness and empathy.

Developmental stage did not appear to interfere with levels of parent- and/or sibling-focused parenting types (low effect sizes). The older the participants, the less satisfied they were with their family roles and the more they reported feeling unfair. However, this result may be rooted in the developmental dynamics of intergenerational conflict that adolescents and their parents experience as adolescents construct their identities. However, the frequency of experiencing the highest level of injustice reached 18.1% for late adolescents, 15.9% for middle adolescents, and 14.2% for early adolescents.

The FRA questionnaire found no evidence that taking on responsibility for housework or responsibility for caring for siblings was associated with psychopathology or compromised social competence in this context. Much of the literature reviewed did not pay much attention to instrumental parenting (e.g., see Johnston, 1990; Koerner et al., 2004; Lehman & Koerner, 2002), or did not clearly distinguish instrumental from emotional caregiving (e.g., see Godsall et al., 2004; Jurkovic et al., 2005).

However, although inconsistent with the clinical literature, the pattern of findings from this study is generally consistent with that reported by Stein et al. (1999) who found that emotional rather than instrumental caregiving was more clearly related to the trade-off of psychosocial adjustment. The results of both studies are also consistent with the current

research, finding inconsistent, qualified relationships involving responsibility for household chores and children's psychosocial adjustment (e.g., see Grusec, Goodnow, & Cohen, 1996).

Contribution:

Based on historical data for minors and juvenile offenders between 13-18 years of age, period from 2019 to 2021 according to the adopted methodology, divided by gender, age, place of residence, complete or incomplete family.

On the basis of the used migration module for calculation, estimated values of the increase in % juvenile and minor offenders are calculated values, through which, with a high degree of credibility, general trends in relation to risky behavior among adolescents in Bulgaria are deduced.

This was demonstrated using the following elements and concepts:

1. A unified questionnaire was created containing 62 questions divided into groups representing closed questions with 3 possible answers. When creating the questionnaire, the psycho-emotional state of adolescents in the period 13-15, 16-18 years was taken into account.

2. The results obtained from the conducted survey were summarized, analyzed and the results were used to create a mathematical model aimed at predicting the growth rate of children's risky behavior for each age group 13-15, 16-18.

3. Historical data from the NSI regarding child crime in the period 2019-2021 was taken and analyzed.

4. A mathematical model was created using the data from the conducted survey and real historical data, and general coefficients were derived for each quarter of the observed period.

5. The data obtained through the used model are additionally stressed and calibrated with risk weights, and 3 scenarios are predicted for each age group. Using this approach ensures more reliable output data.

6. Specific values for the real growth rate for the number of people who would fall into the group of juvenile and juvenile risky actions are derived.

7. The Bulgarian scientific literature has been enriched with the translation of the specific information regarding the process of parentification.

8. Introduction of some concepts that describe specific processes: "temporary hidden parental incapacity", "misdirection", "emotional activation", "parental alienation", etc.

9. Based on the studied literature, an attempt was made to describe and name the different types of parentification. They are described in Chapter I.

10. Creation of a questionnaire for assessment and evaluation of the influence of parentification on the manifestation of risky behavior in adolescence FRA (Family Relationships Assessment). The questionnaire was subjected to two types of statistical software analysis, with a view to its reliability for use in practice.

11. Work has been started on the creation of a collection of case studies to support philosophy teachers for the 8th grade. Given the fact that the learning content in the said class is psychologically oriented.

IV. List of publications

1. Atmadzhov, L (2019). "HOW PARENTS CAN HELP THEIR CHILDREN DEAL WITH DIVORCE OR SEPARATION"; Balkan Scientific Review, ISSN print 2603 4867, ISSN online 2683 1082, Volume 3 No. 3 (5) 2019, (p. 29 34).
2. Atmadzhov, L. (2019). "Risk behavior in adolescence"; Collection of reports, "Paisiy Hilendarski" University Publishing House, 2019, ISBN 978 619 202 454 3, (c.520 527).
3. Atmadzhov, L. (2020). "IMMIGRATION AND ACULTURATION IN ADOLESCENCE"; Balkan Scientific Review, ISSN print 2603 4867, ISSN online 2683 1082, 2020 Volume 4 No. 1(7), (p. 40 42
4. Atmadzhov, L. (2020). "The family between private pleasure and public order", Balkan Scientific Review, ISSN print 2603 4867, ISSN online 2683 1082, Volume 4 No. 2 (8) 2020, (p. 31 34).
5. Atmadzhov, L. (2020). "Let this remain between us." Balkan Scientific Review, 2020, Volume 4, No. 3 (9). ISSN Print:2603 4867, ISSN Online: 2683 1082, (with .33 36).
6. Atmadzhov, L. (2020). "Early gender identification", International scientific conference, Veliko Tarnovo, October 30, 2020. PIK Publishing House 2021. ISBN:978 954 736 261 1, (c. 75 83).
7. Atmadzhov, L. (2021). THE "HIDDEN CHILDREN" SURVIVORS OF THE HOLOCAUST. TRAUMA AND MOURNING. RETROSPECTIVE STUDIES"; "ST. Cyril and Methodius" – University Edition; ISSN online – 2367 9549, ISSN print – 1314 2763, (c.184 198). License: CC BY NC ND; Diogenes Library.
8. Atmadzhov, L. (2021). "Neurological development in adolescence and its implications for risk taking". Proceedings of the Tenth Student Scientific Forum, Volume I. Plovdiv University Edition. ISSN: 2738 8859, (c.65 73).

