Child experience factors

ACP scale= adult's childhood perceptions scale

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The association between childhood experiences and personality traits is a basic concept of psychology. (Crouch, 2002, Diego et al., 2002, Lincolen, 2004) This article Validates various factors that have been found in correlation, to be used for further research that examine the relationship between perceived childhood experiences and personality characteristics in adulthood. Additionally, we examine the relationship between perceived childhood experiences to adult's personality traits of Narcissism and Resilience.

A substantial body of literature demonstrates how mother-infant relationship, (Selsova et al. 2013 , MacDonald, 2014, Winnicott, 1960) familial structure (Orenstein 2007) and Cultural social differences (Twenge and Campbell 2010) differentially associated with personality traits. The theory provides these three explanations for personality development. These issues are related to each other and perhaps even form each other, so that Childhood experiences are affected by all of them. (McWilliams 2011, 0renstein 2007)

First, we extracted from the theory empirical applications that characterize each of the theoretical explanations mentioned above, and formulated them as statements about childhood. Participants marked at what level they perceived each statement as relevant to their childhood, and then we analyzed them to determine which childhood experiences had a similar effect in order to form solid factors.

In this study, in terms of personality characteristics, we focused on the development of narcissistic traits that are prevalent in Western society and in characteristics of resilience: self-efficacy, optimism and sense of mastery. Other studies can use the factors created in this study to examine the correlation between childhood experiences and other personality variables in adulthood.

The choice to use perceptions about childhood of adult people is consistent with Kahneman’s methodology, saying that memories and beliefs play important roles in decision making and long-term planning, they are less tied to bodily processes and more tied to default and long-term memory networks. (Conner & Feldman 2012) As Kahneman assert: "memories are imperfect and susceptible to bias, (Redelmeierab & Kahneman 1996) yet, the only utility that people (and other organisms) can learn from personal experience, is the utility that they remember. If a retrospective evaluation distorts the hedonic quality of an experience, subsequent preferences will be governed by the biased evaluation, not by the original experience". (Kahneman et al. 1997) We therefore chose to examine the perception of adults about their childhood experiences, and the relationship between these factors and different personality characteristics.

Kahneman's research is consistent with the concept of internalized object relations, whereby the way in which we internalize relationships with significant care-givers, rather than the relationship itself, influence the way we perceive relationships later in our life. The internalized object relations constitute a source of reference, according to which we will build later in life the patterns of relationship and attachment. Therefore, they related to the personality structure more than the "real" experience. (Bronsteen 2008)

**Object relations in infancy** relate to the mother’s ability to initial preoccupation: the time the mother spent with the infant at home, The nature of the relationship, Nursing, and the choice the parents make, such as growing the infant with care upon request, or sleeping arrangement at home (Haemek, 2016, Twenge and Campbell 2010, Renan 2007, Blum, 2002, Johnson, 2000)

 Among child parent's relationship, research demonstrates that the mother’s proximity to the infant, his scent, and the act of nursing regulate the excretion of the hormones responsible for the maternal feelings. Lack of physical contact between the infant and the mother induces a significant decline in the level of these hormones in the mother’s and the infant body. (Crouch, 2002) An infant who lies apart from other people most of the time and who does not obtain enough physical contact may develop different sensory problems, such as Difficulty in regulation, harm to the body image, harm to the creation of social relationships, and problems in sexual relations. These are widespread problems in our culture (Lincolen, 2004). Winnicott (1999) reclaim that the foundations of health of the human being are laid on mother and infant’s relationship in the first few months of life. The self-object functions of the caregiving figure include ongoing responsiveness to needs, including looks, holding arms, and a stable and calm voice. These functions are not conscious but are necessary for her building of the baby's self, if they are undertaken happily and not in a mechanistic manner (Orenstein, 2007)

 The limbic system in the brain has an essential role in the sensory awareness: of identification of changes in the environment, the management of the attention, emotional regulation, and the processing of the self-reference. (Bhandari, 2014; Fransson, 2013; Goodson et al., 2015; Koren, 2008, 2011; MacDonald 2014a; MacDonald & Feifel, 2014) The manner of infant rearing as described by Winnicott and Kohut was confirmed in the 1980s by the empirical research studies of Stern, a psychiatrist and psychologist who specialized in the development of infants. Stern, who studied the initial relationship between infants and their mothers in the first months of life, found that infants are constantly signaling their emotions to their mothers. In a natural situation, the mother will have close communication with the infant according to the signs. If there is lack of time together, or if internal distress or anxiety prevented the mother from noticing or correctly interpreting the infant’s signs, then the infant may build using the means at his disposal extreme ways to protect himself against emotional storms. Deficient parental care may cause emotional disconnect that develops in the continuation into a disorder in the identification and emotional processing. (Stern 2007) According to what is accepted in Western culture, working mothers are granted number of months for maternity leave, following which they must return to work. This topic is a source of pressure for the mother, who is torn between the commitment to her career and the feeling that her baby needs her. Research studies have shown that as the mother spends more time with her infant, the quality of the relationship with the infant is better (Clark et al, 1997) The question arises how the perception of these processes is related to the personality structure.

Central questions that underlies the organization of **the modern family system** are: Should the child adjust exactly to his parents' values or could he develop in his own way? and At what level do parents provide the child's needs, or they are using child rearing experts for this purpose (Orenstein 2007, McWilliams 2011, Ephratt & Asher, 2011, Sharleg, 2011, Bandura 1991a)

In addition, following social movements, the rise of middle class and the education of women, both parents entered the job market at an early stage in the child’s life and thus the child was given to the care of others with whom the relationship are more financial than emotional. As a result of these changes, there was a change in the parenting style and the emotional relationship between the parents and their children (Orenstein 2007) Consequently, in Western culture a parenting style that compensates for the lack of time together with a plethora of material reinforcements and exaggerated praise for every activity of the child, regardless of its quality, to the point of self-loathing. According to Orenstein (2007), it was possible to change the steadily increasing use of anti-depressants and lack of attention for the change of lifestyles for young children.

**Culture** plays a central role in the parenting styles in any society. Central questions that underlies cultural social factors in the culture of consumption: Does children get enough time for free play? How much time is spent facing screens? How much pressure is invested for school achievements? (Twenge and Campbell 2010, Liedlloff, 1997, Gray, 2013, Greenfield 2014, Kindlon and Thompson 2001)

Games and play activities, which should naturally occupy much of children's waking hours, provide opportunities for enlarging their repertoire of basic skills and sense of efficacy (Bandura 1991a). Today when children have only little free time to play, the number of children who suffer from what is today diagnosed as generalized anxiety disorder and depression is five to eight times what it was in the 1950s. With the decline in the opportunities for play there has been a decline in the empathy and a rise in the narcissism (Gray, 2013). In her book Mind Change, Greenfield (2014) proves that digital technology is effecting a change in the human brain. The mediating factor is the dopamine interface, which changes following many stimuli and immediate satisfaction. She shows a correlation between technology and attention deficit disorders, loneliness, and aggressiveness. The result is that the brain remains in an immature situation, which characterizes toddlers, characterized by irritability, lack of confidence, shaky self-identity, and difficulties in significant communication. (Greenfield, 2014)

Another key factor in Western society is school, where the children spend many years of their childhood. The self-appraisal in the period of the school becomes comparative and dependent on the level of achievements (Zhang et al., 2009). The period of the school negatively influences the self-worth when the achievements are lower than the expectations of the student or his environment (Nalavany et al 2011).

It is also customary to collect basic demographic information from participants. Demographic models claim a connection between personality and the gender, place of birth, age, occupational status, Socio-economic situation in childhood and socioeconomic status as adult. (Foster et al 2003, Chai et al 2012, Miller et al 2015, Grønlie 2017, Vibert 2016, Wallace 2012, Hjemdal 2011) Prabhu (2017) found that resilience is based on subjective Socio-Economic Status, rather than on objective one.

These data show a theoretical connection between personality and phenomena related to childhood, family, and culture. We examined which of the statements mentioned above have created distinct factors.

**Method**

**Procedure**

Participants were recruited via web posts and social networking websites such as Facebook. The percentage of men who responded to the questionnaire was low and therefore we excluded them from the sample in order to prevent gender bias. Participants were asked to participate in an online survey concerning the relationship between child-rearing and characteristics in adulthood. After acquiring informed consent, participants were directed to a secure website that was not publically accessible. Completion time for the online survey was 20 minutes in average. Participants were ensured of their anonymity and they had a right to withdraw at any stage. Participants were only included if they had completed the survey

**Participants**

Four hundred fifty-eight adult women, most of them in their 30's or 40's (54% were born in the 1980s and 25% in the '70s), participated in the study by completing an online survey. Of the women, 80% had 15 years of education and more, 30% had 17 years and more, 15% had up to 12 years, and only 2% had less than 12 years of education. The sample was predominantly Israeli (85% were born in Israel) and urban (74% were born and raised in the city). Most participants (58%) described their economic status in childhood as being average, 18% depicted it as below average and 24% as being above average. Regarding their economic status as adults, 52% reported average economic status, 14% below average and 24% above average

**Measures**

The online survey was conducted in Hebrew. Participants completed a demographic questionnaire, which solicited information regarding gender, age, place of birth, economic status, years of education. In addition, participants were given about 60 statements related to perceived childhood experiences. The source of the statements are the relevant theory that was reviewed in preparation for this study. The statements were edited on the Likert scale 1 (disagree) to 7 (strongly agree).

From the theoretical sources we extracted the following variables, which are measurable. Note that as stated before, the reporting of these statements is retrospective reporting, according to the adult's perception of his childhood

 Birth's type: Natural hospital birth without medical intervention including medical intervention, or homebirth. Single child, eldest, middle or young in the family.

Nutrition in infancy: Breast milk (how long), milk substitutes.

Parental Presence in childhood: Parents who lived together or not, Length of maternity leave, staying with the family during the first years of life, or at day cares. long- or short-term preschools and schools, attending afternoon classes, extended family involvement with upbringing.

 Sleeping arrangements in infancy: slept with parents regularly or occasionally, slept in a separate room regularly.

Age of first daycare or preschool: Under the age of 6 months, Between 6 months and up to two years, Above the age of two years.

Nutrition in childhood: readymade meals, home cooked meals, vegetarian /vegan food, organic food, limited amounts of food, restricted diet due to a health condition: sugar / gluten / dairy products.

As a child, assisted by private tutors, emotional therapy, physiotherapy, occupational therapy and / speech therapy/medicines.

Satisfaction in school social life, school achievements, importance of achievements in school and afternoon classes to parents.

As a child, did parents limited screen hours, spent most of spare time in front of screens or play outside with other children without adult supervision.

The rules and boundaries at home were clear parents had to shout and punish in order to enforce their authority.

One could do what wanted to do, one felt that could move as much as needed, parents bought what was asked for, took part in the housework, when was upset- assisted by a parent in order to calm down.

being praised as a child, or received gifts as a reward when behaved well, or receive presents only on special occasion.

As a child, could express wishes/ met parental expectations/ felt criticized/ parents constantly kept track of achievements.

**Statistical analysis**

**Factor analysis**

There are four considerations when conducting EFA: (1) sample size, (2) type of extraction, (3) type of rotation, and (4) technique to determine number of factors (Costello & Osborne, 2005). Regarding sample size, Costello and Osborne recommend a 10:1 participant-to-item ratio. Our questionnaire contained 28 items regarding participants' self-reported childhood experiences that entered the factor analysis, requiring a sample of 280 to be congruent with a 10:1 participant-to-item ratio. The sample size (n = 458) was sufficiently large to conduct the factor analysis, with a 16:1 participant-to-item ratio. All analyses associated with the EFA were conducted using SPSS.

Regarding consideration two and three, congruent with the recommendations of Costello and Osborne (2005), the type of extraction we chose was the Principal Components analysis with a varimax rotation. Finally, pertaining to consideration four, Costello and Osborne (2005) recommended that factors be selected based on consideration of theory, the Kaiser Method, and scree plot analysis. Additionally, the present analysis also used the Kaiser method by prioritizing factors with eigenvalues values > 1.0. Ultimately, as suggested by Costello and Osborne (2005), a scree plot analysis was employed to provide further support for the number of factors extracted. This method extracts factors that are notably above the "elbow" of the scree plot curve. Further ambiguity in the proper number of factors to extract was resolved by identifying the models in which all factor loadings were greater than .30 and for which there was clear advantage in factor interpretability (Costello & Osborne, 2005). All facets of the factor analysis were conducted via SPSS. The inclusion criteria for retaining items are based either on the higher loadings or the theoretical relevance of the items to a particular factor.

**Results**

**Factor Extraction**

The results of the factor analysis were derived through a multi-step review of the data. First, when considering the values in the rotated matrix, nine factors have values > 1.0 (i.e., Factor 1 = 4.51; Factor 2 = 3.04; Factor 3 = 2.09 ; Factor 4 = 1.80; Factor 5 = 1.77; Factor 6 = 1.70; Factor 7 = 1.31; Factor 8 = 1.26; Factor 9 = 1.13). However, as presented in the scree plot shown in Fig. 1, only six factors present as being positioned above the first break and only three above the second break. Because of this disparity in results, the interpretably of the three-factor model was compared with that of the six-factor model.



Fig.1. Scree plot resulting from the exploratory factor analysis

Factor 1, factor 2 and factor 3 accounted for 11.81%, 10.24% and 9.02% of the variance, respectively, (total variance equals 31.07%). Factor 1, factor 2, factor 3, factor 4, factor 5 and factor 6 accounted for 10.43%, 9.87%, 7.91%, 6.79%, 6.56% and 6.49% of the variance, respectively, (total variance equals 48.05%).

Of the 44 items in the original questionnaire, some items were excluded, and the final scale used to analyze exploratory factors (EFA). As can be seen in Table 1-2, there are 19 items out of 28 Who remained intact, that entered the three-factor solution and 26 items that entered the six-factor solution. the loads show the retained items under the relevant factor. Loadings with minus sign show that the item has contradictory connotation (reverse item) to the relevant factor or other items loaded under that particular factor When comparing the item loadings between the three-factor and six-factor model, they are generally equal; the average difference in absolute values of the item loadings between the two solutions is .05 (Max. Gap = .13). As such, the preponderance of evidence suggested that a three-factor version of the 19-item most appropriately fits the data. Moreover, as can be seen in Table 2, the six-factor solution contains two factors composed of three-item which complicates the interpretation of these factors (Costello & Osborne, 2005) We have chosen to present here also the high-consistent model of the three factors, as well as the less consistent model of six factors that shows correlations with the personality questionnaires examined

T**able 1 Three-factor solution**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Factor name | 19 items | F1/3 | F2/3 | F3/3 |
| Factor 1/3: Perceived sedentary lifestyle  | As a child, I spent at least 3 hours a day in front of a screen | .82 |  |  |
| As a child, I spent most of my spare time in front of screens | .77 |  |  |
| As a child, I felt that I could not move as much as I needed | .67 |  |  |
| As a child, my family pastime was usually (1 Home to 7 Outside) | -.63 |  |  |
| As a child, I was allowed to play outside with other children without adult supervision | .59 |  |  |
| As a child, my parents limited my screen hours | .48 |  |  |
| Factor 2/3: Perceived cooperation with functional norms and assistance of experts | My achievements in the school were (1 Below average to 7 Above average) |  | .76 |  |
|  | My social life in school was (1 Unsatisfactory to 7 Satisfactory) |  | .63 |  |
|  | As a child, when I behaved well, I received gifts as a reward |  | -.59 |  |
|  | As a child, I did not receive presents without a special occasion |  | -.50 |  |
| Factor 3/3: Perceived emotional well- being  | As a child, I was assisted by physiotherapy, occupational therapy and / or speech therapy |  | .50 | .43 |
|  | As a child, I felt I was being praised |  | -.49 |  |
|  | As a child, I took part in the housework |  | .45 |  |
|  | As a child, I could do what I wanted to do |  |  | .62 |
|  | As a child, I was assisted by medicines |  |  | .59 |
|  | As a child, the rules and boundaries at home were clear |  |  | .57 |
|  | As a child, I felt that I was being criticized |  |  | -.54 |
|  | As a child, I could express my wishes |  |  | .48 |
|  | As a child, I was assisted by emotional therapy |  | .41 | .47 |

**Table 2 Six-factor solution**

| Factor name | 26 items | F1/6 | 2/6F | 3/6F | 4/6F | 5/6F | 6/6F |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Factor 1/6: Perceived sedentary lifestyle  | As a child, I spent at least 3 hours a day in front of a screen | .79 |  |  |  |  |  |
|  | As a child, I felt that I could not move as much as I needed | .76 |  |  |  |  |  |
|  | As a child, I spent most of my spare time in front of screens | .74 |  |  |  |  |  |
|  | As a child, I was allowed to play outside with other children without adult supervision | .69 |  |  |  |  |  |
|  | As a child, my family pastime was usually (1 Home to 7 Outside) | -.62 |  |  |  |  |  |
| Factor 2/6: Perceived cooperation with functioning norms and assistance of experts | My achievements in the school were (1 Below average to 7 Above average) |  | .75 |  |  |  |  |
|  | My social life in school was (1 Unsatisfactory to 7 Satisfactory) |  | .70 |  |  |  |  |
|  | As a child, when I behaved well, I received gifts as a reward |  | -.62 |  |  |  |  |
|  | As a child, I was assisted by emotional therapy |  | .53 | .43 |  |  |  |
|  | As a child, I was assisted by physiotherapy, occupational therapy and / or speech therapy |  | .52 |  |  |  |  |
|  | As a child, I felt I was being praised |  | -.44 |  |  |  |  |
|  | As a child, I met parental expectations |  | -.43 |  |  |  |  |
| Factor 3/6: Perceived emotional well being | As a child, the rules and boundaries at home were clear |  |  | .70 |  |  |  |
|  | As a child, I could do what I wanted to do |  |  | .67 |  |  |  |
|  | As a child, I felt that I was being criticized |  |  | -.54 |  |  |  |
| Factor 4/6: Perceived obedience to strict discipline | As a child, my parents bought me what I asked for |  |  |  | -.64 |  |  |
|  | As a child, I took part in the housework |  | .49 |  | .56 |  |  |
|  | As a child, I could express my wishes |  |  |  | -.51 |  |  |
|  | My parents constantly kept track of my achievements |  |  |  | .51 |  |  |
| Factor 5/6: Perceived practical assistance | When I was a child, I was abroad (1 Never to 7 Several times) |  |  |  |  | -.57 |  |
|  | As a child, I was assisted by private tutors |  |  |  |  | .56 |  |
|  | As a child, I was assisted by medicines |  |  | .50 |  | .53 |  |
|  | As a child, my parents limited my screen hours |  |  |  | -.48 | -.49 |  |
| Factor 6/6: External emotional regulation by parents | As a child, when I was upset, I was assisted by a parent in order to calm down |  |  |  |  |  | .77 |
|  | As a child, my parents had to shout and punish me in order to enforce their authority over me |  |  |  |  |  | .70 |
|  | As a child, I did not receive presents without a special occasion |  |  |  | -.44 |  | -.50 |

**Step 2: Remove of items that reduced the reliability of factors 1,2**



**Correlations between childhood perceptions' factors to narcissistic traits and resilience.**

**Table 3: Factor reliability and correlation matrix of 3 factor model and 6 factor mode**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | Alpha | Self-Efficiacy | Sense of Mastery | LOT-R | Optimism | Pessimism | NPI | AUT | SEL | SUP | EXH | EXP | VAN | ENT |
|  (F3.1) A Perceived sedentary lifestyle | .80 | -.06 | -.03 | .02 | .04 | .00 | -.01 | .01 | -.09 | -.06 | .03 | .03 | 0.00 | -.01 |
| Perceived cooperation with functioning norms and assistance of experts (F3.2) | .76 | .04 | .06 | -.04 | -.02 | .05 | .02 | .02 | .00 | -.01 | .05 | .02 | -0.03 | .02 |
| Perceived emotional well Being (F3.3)  | .75 | .00 | .01 | .10(\*) | .09 | -.08 | .04 | .02 | .00 | -.01 | .09 | .01 | .21(\*\*\*) | -.03 |
|   | **Alpha** | **Self-Efficiacy** | **Sense of Mastery** | **LOT-R** | **Optimism** | **Pessimism** | **NPI** | **AUT** | **SEL** | **SUP** | **EXH** | **EXP** | **VAN** | **ENT** |
| Perceived sedentary lifestyle (F6.1) | .82 | .00 | .01 | .03 | .05 | -.01 | .04 | .07 | -.05 | -.05 | .03 | .10(\*) | .01 | .03 |
| Perceived cooperation with functioning norms and assistance by experts (F6.2) | .83 | .03 | .06 | -.01 | .01 | .02 | -.05 | -.04 | -.04 | -.07 | .02 | -.04 | -.01 | -.04 |
| Perceived emotional well- being (F6.3) | .59 | .07 | .06 | .12(\*\*) | .12(\*) | -.10(\*) | .09 | .08 | .04 | -.01 | .06 | .08 | .22(\*\*) | .00 |
| Perceived obedience to strict discipline (F6.4) | .55 | .14(\*\*) | .10(\*) | .01 | .01 | -.01 | .03 | .05 | .06 | -.04 | -.09 | .11(\*) | -.03 | .03 |
| Perceived practical assistance (F6.5) | .48 | .00 | -.01 | -.05 | -.06 | .03 | .10(\*) | .05 | .05 | .05 | .08 | .08 | .04 | .10(\*) |
| External emotional regulation by parents (F6.6) | .65 | .02 | .02 | -.02 | -.01 | .03 | .11(\*) | .11(\*) | .08 | .13(\*\*) | .05 | .04 | -.03 | .08 |

(\*\*\*) Correlation is significant at .001 level (2-tailed). (\*\*) Correlation is significant at .01 level. (\*) Correlation is significant at .05 level.

 Further reinforcement of the 3-factor model fit comes from internal consistency (Cronbach's alpha) test presented in Table 3. One can see that some factors of the 6-factor model have poor internal consistency while all factors in the 3-factor model have a good enough internal consistency. Nevertheless, the 3-factor model produced only two significant association between the Perceived emotional well-being factor (α = .75) and Optimism & Pessimism scale (r(449) = .10, p < .05) and between the Perceived emotional well-being factor and Vanity sub-scale (r(454) = .21, p < .001) The 6-factor model produced more significant associations but most of them with scales that have poor internal consistency. For example, External Assistance scale (α = .48) is significantly associated with NPI score (r(458) = .10, p < .05) and Entitlement sub-scale (r(454) = .10, p < .05). Another example is the Acceptance of authority, Obedience scale (α = .55) which is significantly associated with Self-Efficacy (r(449) = .14, p < .01), Sense of Mastery (r(447) = .10, p < .05) and Exploitativeness scale (r(458) = .11, p < .05)

Nevertheless, other scales of the 6-factor model have better internal consistency and therefore their significant associations have more meaning. For example, External emotional regulation by parents (α = .65) which is significantly associated with NPI score (r(458) = .11, p < .05), Authority scale (r(458) = .11, p < .05) and Superiority scale (r(458) = .13, p < .01); and Acceptance of authority, Obedience (α = .82) which is significantly associated with Exploitativeness scale (r(458) = .10, p < .05). Another factor that has medium sized internal consistency is Perceived emotional wellbeing (α = .59) which was found to correlate significantly with Optimism & Pessimism scale (r(449) = .12, p < .01) and with its sub-scales Optimism (r(449) = .12, p < .05) and Pessimism (r(449) = .10, p < .05), as well as with Vanity scale (r(454) = .22, p < .001)

**Discussion**

This article describes the editing of the factor scale of adult perceptions of their childhood, transition from theory to practice. We examined which childhood experience are perceived as meaningful among adults with different personalities. Two models were selected in this stage of the research: one of three factors and the other of six. Both the construct validity and factor structure, Of the factors that were found were satisfactory.

 The items for the scale were generated empirically and the factorial validity of the scale was analyzed through EFA. three interpretable and distinct factors emerged. Furthermore, the factor loading of each item was high, which illustrates that the scale is reliable and valid as a measure for use, when researching correlation between perceived child experiences and personality traits in adults. Since this is the first attempt to transform theoretical variables into empirical statements, we have also left the second model, which is satisfactory in terms of structure and validity, in order to enable further studies of different populations to examine the quality of the models and which model is preferable.

It can be seen that the cultural and family events mentioned in the literature were those that were marked by the participants and differed to various factors as opposed to events related to the mother-infant relationship that the participants did not remember or the division between the groups was not significant enough to be separate factors.

It is possible that many of the functions that were previously attributed to parents have been culturally transferred to specialists in child care, so that as adults there is a strong memory of others who care for the child and his needs. This is reflected in the multiplicity of treatments reported in factors 2, 3 and 5.

It seems that although the participants were born in the previous century the issue of increased use of screens, lack of movement and stay at home despite the possibility of playing outside, was characterized by the same population and these statements joined to the first factor. it contains 5-6 items regarding a sedentary agenda, especially in leisure time. From the theoretical categories mentioned above, this finding is consistent with current cultural trends

No correlation was found between this factor and the narcissus and resilience traits.

Factor 2 deals with children who have succeeded academically and socially, and taking part in the housework as a child without direct reinforcement from their parents. In the three factors model the statement of not mitting parental expectations as a child was also included. These data are consistent with family values according to which the child will cooperate with the norms, as opposed to other families where the child cooperates only when he receives reinforcements or gifts.

No correlation was found between this factor and the narcissus and resilience traits. It is possible that the parents' tendency not to praised or to give material reinforcement and the fact that no correlation was found between their narcissism and this factor is consistent with what is described in the literature, that a large amount of material reinforcement and admiration evokes narcissistic patterns.

According to the rest of the statement in this factor they were used expert treatments as well. It is not possible to know for sure whether treatment by experts contributed to social and scholastic success or whether the children succeeded without them. External treatments can reflect cultural interest.

The third factor we called the emotional well-being factor is interesting because it presents clear boundaries at home, not indicating whether it is broad or narrow, rigid or flexible, but clear. It is interesting that when the boundaries are clear they are consistent with a sense of freedom: I could express my wishes and do what I wanted to do.

 Here too there is a proliferation of treatments by external experts who are probably a cultural matter. In addition, excellence is matched by normative, periodic characteristics, social expectations whose realization is associated with an increase in adaptive narcissism in this generation. This is also one of the reasons parents use experts to improve their children's achievements in various areas.

A correlation was found between this factor and optimism and vanity. This finding shows a trivial connection between emotional well-being and traits that attest to emotional satisfaction.

It is also socially accepted that emotional wellbeing and optimism are associated with the help of experts. although extensive use of experts for child development in factors 2 and 5 was not associated with optimism or a sense of well-being.

The following three factors appeared only in a six-factor model:

The fourth factor deals with obedience to strict discipline. It includes 6 items according to them the parents constantly kept track of the child achievements, the child took part in the housework, she could not express her wishes, the screen hours were limited by parents, who did not buy what she asked for, and gave presents only in special occasions. From the theoretical categories mentioned above, those finding are matters of family values. they are relatively rigid in opposed to the third factor, mentioned above.

Interestingly, the obedience to clear and rigid some parental authority, presented in this factor, which is becoming less common in Western culture, has been linked to the resilience characteristics of sense of mastery and self- efficacy.

The fifth factor includes practical assistance. it contains 4 items: assisted by private tutors and by medicines, and parents who did not limit screen hours. There is a report that as a child she did not visited abroad. These statements do not relate to feelings or relationships. From the theoretical categories mentioned above, those finding are matters of family values, perhaps it indicates the economic priorities of the families. The use of child development experts is consistent with current cultural trends in recent decades.

No correlation was found between this factor and the narcissus and resilience.

 only three items, all of them deal with emotional regulation by the parents: The parents had to shout and punish the child in order to enforce their authority, they gave presents without special occasions, and when the child was upset, she was assisted by a parent in order to calm down. This statement clashes with the cultural trend whereby parents are assisted by experts when the child has difficulties in emotional regulation. According to this statement, parents rely on themselves to help their child.

This factor was significantly correlated with narcissism. Narcissism is correlated with the lack of emotional regulation. These children with narcissistic characteristics may need external assistance for emotional regulation. It is also possible that the fact that the parents helped in excess emotional regulation did not allow the development of internal patterns of regulation, thus leading to the development of narcissistic characteristics.

**Limitations and Suggestions**

this study requires further validation against larger population. All participants were women, so the results may vary accordingly. The scale needs to be used in cross-cultural studies. It is suggested to include participants from other places to get larger and more representative sample in future validation studies.

However, our results are suitable for use and can serve as an effective tool for measuring adult characteristics in the context of their childhood experiences.

It is clear to us, therefore, that an agreement has not yet been reached regarding the number of constituent factors. However, the structure factor is not stable enough to allow the factors to be properly named. So, we gave temporary names. Moreover, the name factor structure can vary between different groups in different countries. f so this issue needs to be verified further.

**Implications**

. The study provides the most common exclusions. Therefore, the use of these findings constitutes preliminary research and requires further investigation. Thus, research has wide ranging implications, specifically for parents and family counselors, as it will help them develop a proper insight to the propitiate way to achieve desired personal results such as resilience. The family therapists may also foster strong and meaningful relationships between parents and children, once meaningful child experiences have been identified.

The scale can be used in educational fields, especially to help examine which variables are combined in educational difficulties and student achievement. Parents can also benefit from the study by assessing their parenting style and being open to change

**Conclusion:**

This study is an attempt to find an empirical connection between perceptions about childhood experience as well as between them as factors and to emotional characteristics in adulthood. Of the childhood characteristics found in the various theories, only part have been validated in a three / six factors models. In addition, some correlations were found between these factors and the narcissistic and resilience traits that were examined. It will be interesting to examine other personality traits and their relationship to these factors. As well as to check their validity in other countries.

The results reflect the dialectic between complementary features of three main axes:The first axis is the gap between emotional assistance within a family versus the use of experts for development and emotional assistance the second is meeting the needs of the child versus requiring the child to respond to the needs of his environment, and the third is the gap between The child as active participant versus the child is passive, receiving treatment.

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