

# Emotions experienced in association with agricultural work performed in childhood – in opinions of adults

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## Abstract

**Introduction.** Performance of work is related with experiencing various emotions, from positive – indicating full satisfaction with work, to negative – describing failures, and even harm caused by work. Such emotions are also experienced by children engaged in work on family farms.

**Objective.** The objective of the study is the determination of emotions experienced in association with performing agricultural work in childhood, and indication of the factors conditioning the occurrence of positive and negative emotions.

**Materials and Method.** The study was conducted by the method of a diagnostic survey using a questionnaire technique, and covered a group of 482 adults from agricultural families.

**Results.** In childhood, positive emotions related with the performance of work are more often experienced than negative emotions. The occurrence of positive emotions is positively related with willingness to perform work activities, working time, respondent's age, age at which a child started to perform work, and age at which a child discontinued helping on a farm. The occurrence of negative emotions is positively related with unwillingness to perform work, performing work activities beyond the physical capabilities of a child, neglecting school duties, missing classes at school due to work, and with working time.

**Conclusion.** With work performed in childhood are associated positive and negative emotions experienced in childhood and adulthood. The performance of work in childhood shapes emotions experienced by an adult which may affect his/her quality of life and functioning in adulthood.

## Keywords

child work, rural child, positive emotions, negative emotions, conditioning of emotions

## INTRODUCTION

Work is the problem of interest of many disciplines of knowledge (e.g. philosophy, axiology, psychology, sociology, economy, physiology, physics), which define this concept in a way adequate to their research needs. However, irrespective of the way of understanding the term 'work', it may be presumed that it is of a universal character, occurs at all stages of civilisation development, and concerns all humans [1]. Work is one of the principal elements of human life.

Work has a special value in Polish agricultural families. All members of a Polish agricultural family, including children and the elderly, play specified social roles, and the production activities performed by them are an integral part of these roles. The scope of participation of children and adolescents in these work activities on behalf of a farm decide about their position in a family and in the local community [2].

Within recent decades, important changes have taken place in the situation of children in the context of their engagement in work on family farms. The needs in this area have decreased, and the motivation changed inclining parents to use children's assistance [3]. Increasingly more often, parents endow children with work on behalf of the

family out of concern for their social development, while economic motivation becomes less important. Despite the fact that in recent years the scale of the phenomenon of engagement of children in work on farms has considerably decreased [4], their participation in agricultural work still remains considerable and evokes contradictory opinions and emotions, both among researchers and those concerned with the wellbeing of children.

Studies conducted during the period 2000–2002 among rural families in the Lublin Region of Poland showed that emotions related with the performance of agricultural work by children still vary, both among children and their parents [5, 6]. The majority of children (approximately 90%), experienced positive emotions while performing agricultural work, such as satisfaction, pride, joy. Similar emotions accompanied the majority of working children's parents (approximately 70%). However, at the same time, both children and their parents experienced negative emotions, such as: fear of disease or accident, dissatisfaction due to lack of time for playing or education, the sense of being used, or harmed. Negative emotions were more frequently experienced by parents than children.

The tremendous importance of emotions in human life has long been perceived. At present, special attention is being paid to positive emotions, which are associated with the development of a new discipline of psychology – positive psychology [7]. Positive subjective experiences – apart from

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positive individual traits – are the focus of interest of positive psychology. Such a great interest in positive emotions is associated with the fact that they may contribute to the improvement in the quality of life of individuals and make life worth living. Two fundamental approaches are distinguished in the studies of emotions [8]. According to the first approach, which is biologically oriented, emotions are treated as specific and separate, and a small number of them is assumed [9, 10, 11, 12]. The second approach is based on the exploration of the structure of the dictionary of concepts defining emotions [13], assuming the presence of some fundamental dimensions, which explain the relationships between emotions. In accordance with one of the proposals within this approach, two basic dimensions are distinguished: positive affect and negative affect [14]. Positive affect expresses the degree to which an individual experiences a positive mood, e.g. joy, happiness, interest, enthusiasm, pride, boldness. In turn, negative affect expresses the degree to which an individual experiences negative mood, e.g. distress, nervousness, sense of guilt, fear, restlessness, anxiety, or shame.

Work as an important value in human life may be the cause of satisfaction and contentment; however, it may also evoke stress, anxiety, insecurity, or even diseases. Thus, the performance of concrete work is related with experiencing various types of emotions: from those which are positive, indicating full satisfaction with work, to negative, which define failures and even harm due to work. While analyzing these feelings, the level of satisfaction with work may be determined which is an 'emotional reaction to pleasures or displeasures experienced in association with the performance of specified tasks, functions and roles' [15]. The engagement of children in work on behalf of a family farm is an important element of primary socialization [16] during which their attitude towards work is shaped. Children not only acquire specific skills, but also experience specified emotions, which shape their emotional attitude towards the work activities performed. The quality of early experiences related with work in childhood may be of importance for the way of perceiving work in adult life.

Therefore, the analysis of emotions associated with performance of agricultural work in childhood is very important because it allows recognition of the essential component of attitude towards work, which is an emotional-judging attitude. Studies to-date have concerned mainly the attitudes of children towards their engagement in agricultural work; however, there are no studies pertaining to attitudes towards work in childhood from the adult perspective.

**Objective.** The objective of the study is the characterization of emotions experienced in relation with performance of agricultural work in childhood in the opinions of adults from agricultural families. The comparison of emotions presently experienced by an adult person in relation with work performed in childhood, with emotions experienced in childhood, will allow a more comprehensive evaluation of attitudes towards work in childhood. The subsequent aim of the study is determination of the relationship between the amount of agricultural work load in childhood, and socio-demographic traits and emotions experienced with relation to work performed in childhood.

## MATERIALS AND METHODS

The study was conducted by the method of a diagnostic survey with the use of a questionnaire form: 'Work in childhood and state of health in opinions of adults from agricultural families'. The questionnaire contained items concerning the following problems:

- 1) loading of the respondent with agricultural work in the past, at the age of 12–14;
- 2) characteristics of parents' farm;
- 3) evaluation of the effect of work in childhood on physical and intellectual development, and state of health in childhood (present consequences);
- 4) evaluation of the effect of work in childhood on the present state of health (distant consequences);
- 5) self-reported present state of health;
- 6) frequency of emotions related with work experienced in the childhood and at present;
- 7) respondents' socio-demographic characteristics.

The study group was selected by the method of targeted sampling from a population of adults living in the Lublin Region. The selection criteria were as follows:

- 1) family of agricultural origin (parents possess or possessed own farm);
- 2) respondents' aged 20–65;
- 3) performance of occupational activity – at present or in the past (those who were still at school or those who had not yet undertaken occupational activity were excluded).

The study was conducted in 25 randomly selected places in the Lublin Region by specially trained students of sociology at the Maria Skłodowska University (UMCS) and staff from the Institute of Rural Health (IMW), both in Lublin. The survey was carried out individually by specially trained surveyors during the period 2011–2012; 482 completed questionnaires were analyzed.

The material collected was subjected to statistical analysis using the software SPSS 12.0. While seeking factors related with the emotions experienced in association with work in childhood, chi-square test  $\chi^2$  and stepwise regression analysis were applied.

## RESULTS

**Respondents' characteristics.** The respondents were of families of agricultural origin, and in their childhood had been engaged in agricultural work. All respondents undertook occupational activity. The respondents' education level varied: the largest number of respondents had secondary school education (38.2%) and university education (36.4%), while the remainder (24.4%) completed only an elementary or elementary vocational school. More than a half of respondents were females (62.6%). The respondents' age ranged from 21–65; those aged up to 35 constituted 28.4% of the entire group. A slightly higher percentage of respondents (37.7%) were aged 36–50, while those aged over 50 constituted 32.4% of the total number. The mean age of males (44.9) was slightly higher than that of females (43.2). All the respondents examined had spent their childhood in a rural area, and 53.9% of them stayed and still live in the environment of their origin. The remaining respondents left and at present live in an urban

area (46.1%). Nearly 1/3 of respondents were occupationally engaged in agriculture – 12% were employed exclusively in agriculture, and 18% combined work on own farm and additionally performed non-agricultural work.

**Loading with work in childhood.** All respondents had been engaged in agricultural work in their childhood; however, the scope of participation in these work activities varied. Analysis of data shows that the respondents assisted parents with agricultural work from their youngest age (Tab.1).

One of important indicators of loading with work is time devoted by an individual to the performance of this work. The respondents reported that when aged 12–14 they devoted approximately 3 hours daily to agricultural work. Nearly every fourth respondent devoted up to 2 hours daily to work on a farm, a half of the respondents – 2–4 hours daily, whereas among the remainder the work load was the highest (24.1%) – the duration of performing agricultural work exceeded 4 hours daily.

The second important indicator of work load is endowment of children with work activities beyond their physical capabilities. Every second respondent (52.9%) reported that in their childhood they had been engaged in too heavy work, exceeding their physical capabilities as a child (Tab.1).

Although the scope of work with which the respondents were endowed in childhood by parents was relatively high, ¾ of them indicated that they participated in these work activities willingly, and 16.4% of the total number of respondents – even very willingly. The remainder (25.5%) performed this work unwillingly, and 2.5% of respondents – even very unwillingly.

**Table 1.** Indicators of loading with agricultural work in childhood according to gender

Indicators of loading with work	Gender				Total	
	Female		Male		N	%
	N	%	N	%		
Age at beginning work						
9 and younger	96	31.8	59	32.8	155	32.2
10–11	83	27.5	60	33.3	143	29.7
12 and older	123	40.7	61	33.9	184	38.2
Working time						
up to 2 hours	82	27.2	33	18.3	115	23.9
2–4 hours	156	51.6	95	52.8	251	52.0
More than 4 hours	64	21.2	52	28.9	116	24.1
Frequency of performance of work activities beyond capabilities ( $\chi^2=20.640$ ; $p<0.01$ )						
frequently	73	24.2	54	30.0	127	26.3
rarely	85	28.1	43	23.9	128	26.6
never	144	47.7	83	46.1	227	47.1
Evaluation of engagement in agricultural work ( $\chi^2=20.640$ ; $p<0.01$ )						
high	133	44.0	89	49.4	222	46.1
mediocre	121	40.1	69	38.3	190	39.4
low	48	15.9	22	12.2	70	14.5
Total	302	100.0	180	100.0	482	100.0

Another indicator of excessive loading of children with work on a family farm is the negative effect of work on the education process. A half of respondents evaluated their

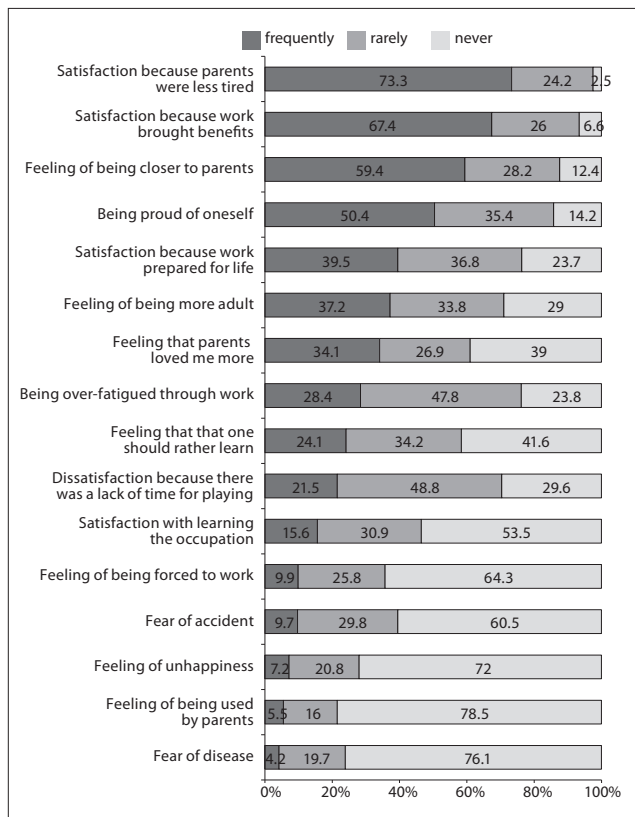
duties on the farm as exerting a negative effect on their school education, whereas the remainder did not perceive such effects (Tab. 2) Nearly every second respondent missed classes (46.1%) or neglected school duties (44.8%) due to work on a farm, and slightly more than a half of respondents admitted that work on a farm caused the feeling of fatigue during school classes (53.3%) (Tab. 2).

**Table 2.** Negative effect of work on a farm on education process according to gender

	Gender				Total	
	Female		Male		n	%
	n	%	n	%		
Neglecting school duties ( $\chi^2=34.461$ , $p<0.001$ )						
frequently	21	6.9	37	20.5	58	12.0
rarely	86	28.5	72	40.0	158	32.8
never	195	64.6	71	39.4	266	55.2
Total	302	100.0	180	100.0	482	100.0
Frequency of missing school classes ( $\chi^2=36.763$ , $p<0.001$ )						
1–3 times a month or more often	18	6.0	38	21.1	56	11.6
several times a year	56	18.5	50	27.8	106	22.0
1–2 times a year	43	14.2	17	9.4	60	12.4
never	185	61.3	75	41.7	260	53.9
Total	302	100.0	180	100.0	482	100.0
Experiencing fatigue at school ( $\chi^2=9.581$ , $p<0.05$ )						
frequently	33	10.9	29	16.1	62	12.9
rarely	122	40.4	73	40.6	195	40.5
never	147	48.7	78	43.3	225	46.7
Total	302	100.0	180	100.0	482	100.0

### Emotional responses related with performance of agricultural work in childhood.

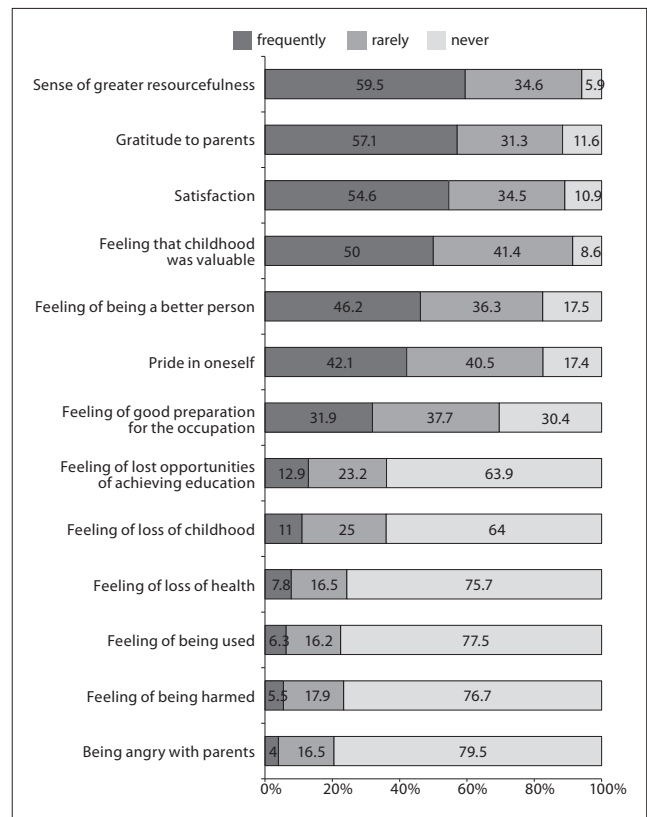
Analysis of data showed that in their childhood the respondents experienced positive rather than negative emotions while performing agricultural work (Fig. 1). Nearly all of them, as children, while performing work experienced satisfaction with the fact that thanks to their engagement in work, their parents were less tired (97.5%), and that their work brought concrete benefits (93.4%). More than 4/5 of the total number of respondents admitted that in their childhood they experienced greater closeness to parents and pride in themselves due to work. In addition, the majority of respondents experienced satisfaction because they considered that the work prepared them for life (76.3%), they felt more adult (71.6%), and parents showed them more love (61.0%) A half of respondents (47.5%) mentioned that while performing agricultural work in childhood they experienced satisfaction, because by helping their parents they trained themselves in their future occupation. A considerable percentage of respondents who experienced positive emotions in association with work in childhood confirmed that these positive experiences occurred frequently. Simultaneously, the majority of respondents also experienced negative emotion in relation with work on their parents' farm: they felt over-fatigued with work (76.2%), dissatisfaction due to the lack of time for playing (71.4%), and had the feeling that they were doing the wrong thing, because they should



**Figure 1.** Frequency of emotions experienced in childhood while performing agricultural work

rather learn and not work (58.4%). Other negative emotions concerned a considerably lower percentage of respondents – approximately 1/3 of them – experienced fear of an accident or being forced to work, and approximately 1/5 felt unhappy because of work, felt fear of a disease, and had the sense of being used by their parents. Some of these respondents frequently experienced negative emotions while performing agricultural work (Fig. 1).

While analyzing emotions currently experienced by respondents in association with work performed in childhood, it may be observed that, similar to childhood, there dominate positive emotions. While recalling work performed in childhood, approximately 90% of the total number of respondents reported that they have a feeling that their childhood was valuable, that due to work they are more resourceful, and experience satisfaction and gratitude to their parents (Fig. 2). Nearly 4/5 of respondents are proud of themselves and have a feeling that due to work in childhood, at present, they are better people. A slightly lower percentage of respondents (69.6%) are convinced that work in childhood prepared them well for their currently performed occupation. The majority of respondents evaluated their engagement in agricultural work in very positive terms; however, many of them indicated various negative feelings. Approximately 1/3 of respondents mentioned the feeling of loss of opportunities for achieving a good education, and the feeling of a lost childhood, while about 1/5 feel harmed, used, and experience anger towards parents, and also have a feeling that due to work in childhood they lost health. Nevertheless, the majority of respondents who currently report negative emotions towards work in childhood experience these emotions rarely. This is different in the case of positive emotions – the majority



**Figure 2.** Frequency of emotions experienced at present in association with work in childhood

of respondents mention that they often experience these emotions.

In order to precisely determine the relationships between emotions experienced by respondents during various periods of their life, mean indicators were calculated of the intensity of positive and negative emotions experienced by the respondents in childhood and adulthood. The frequency of occurrence of individual emotions was ascribed numerical values from 1–3, where: 1 – lack of feeling, 2 – experienced rarely, 3 – experienced frequently. For each group examined 4 indicators were calculated:

- 1) intensity of positive emotions in childhood;
- 2) intensity of negative emotions in childhood;
- 3) intensity of currently experienced positive emotions;
- 4) intensity of currently experienced negative emotions.

Analysis of indicators of intensity of positive and negative emotions experienced in association with work performed in childhood showed that positive emotions are experienced significantly more often than those that were negative, and this regularity concerns both the period of childhood and adulthood (Tab. 3). It was also found that respondents, as adults, experience in association with work performed in childhood significantly more positive emotions than when they were children. Simultaneously, they experience significantly less negative emotions. The indicator of positive emotions experienced in association with work is significantly higher in the case of emotions experienced from the perspective of an adult than a child, whereas the indicator of negative emotions is significantly lower (Tab. 3).

A statistically significant relationship was also observed between positive and negative emotions experienced

**Table 3.** Comparison of emotions experienced in childhood and adulthood in association with work performed in childhood

Emotions related with work		Mean	%	Correlation	p<	Difference between mean values	%	t	p<
Comparison of indicators of positive and negative emotions									
Emotions in childhood	Positive	2.15	0.358	-0.204	0.001	0.57	0.620	19.783	0.001
	Negative	1.58	0.438						
Current emotions	Positive	2.34	0.528	-0.350	0.001	0.99	0.814	26.241	0.001
	Negative	1.35	0.461						
Comparison of indicators of emotions experienced at present and in childhood									
Positive emotions	in childhood	2.15	0.357	0.684	0.001	-0.19	0.384	10.458	0.001
	at present	2.34	0.527						
Negative emotions	in childhood	1.58	0.438	0.777	0.001	0.23	0.301	16.309	0.001
	at present	1.35	0.461						

in association with work performed in childhood. The correlation coefficient between these variables has a negative value, which means that an increase in the intensity of positive emotions is accompanied by a decrease in the intensity of negative emotions. This regularity is observed both in the case of emotions experienced by adults and those experienced in childhood (Tab. 3). A statistically significant relationship was also observed between emotions experienced at present and those experienced in childhood. This is a strong positive relationship, which means that the more emotions of a given type (positive or negative) experienced by a respondent in adulthood, the more emotions of the same type were experienced in childhood.

### Conditioning of emotions related with performing agricultural work in childhood.

It was assumed that emotions experienced in association with agricultural work performed in childhood are determined by two groups of variables: 1) socio-demographic variables, 2) variables determining the degree of loading with agricultural work in childhood. Among socio-demographic variables, the respondents' gender, age, current place of residence and education were considered. As indicators of loading with agricultural work the following variables were adopted:

- age at which a respondent began to help parents with agricultural work;
- age at discontinuation of performance of agricultural work;
- number of years of work on parents' farm;
- mean time of performing agricultural work daily;
- age at beginning work on an equal with adults;
- evaluation of the degree of engagement in agricultural work in childhood;
- evaluation of willingness to perform agricultural work;
- performance of agricultural work beyond physical capabilities;
- neglecting school duties due to work;
- missing classes at school because of work.

In order to determine factors conditioning the occurrence of a specified type of emotion related with work in childhood, multi-factor stepwise regression analysis. In this analysis, a dependent variable is the indicator of emotions experienced in association with performing agricultural work in childhood. Analysis were performed concerning 4 indicators:

- 1) intensity of positive emotions experienced in childhood;
- 2) intensity of negative emotions experienced in childhood;

- 3) intensity of currently experienced positive emotions;
- 4) intensity of currently experienced negative emotions.

Analysis of stepwise regression allowed the selection of factors which explain the intensity of emotions experienced in childhood in association with agricultural work performed at that time (Tab. 4). The occurrence of positive emotions explains 5 factors: – willingness to perform work (-0.35), time devoted to performance of these work activities in childhood

**Table 4.** Predictors of emotions experienced in childhood in association with work on farm (based on stepwise multiple regression analysis)

Predictors	Non-standardized coefficients		Standardized coefficients $\beta$	t	p	R <sup>2</sup>
	$\beta$	St. dev.				
Positive emotions experienced in childhood in association with work						
(constant)	2.081	0.085		24.517	0.001	
Evaluation of willingness to perform agricultural work <sup>1</sup>	-0.287	0.035	-0.350	-8.201	0.001	
Time of performing agricultural work (mean value per one day)	0.039	0.010	0.169	3.964	0.001	
Respondent's age	0.003	0.001	0.113	2.621	0.009	0.181
Age at beginning work on equal with adults	0.005	0.002	0.097	2.259	0.024	
Age at which respondent discontinued to help on farm	0.004	0.002	0.092	2.131	0.034	
Negative emotions performed in childhood in association with work						
(constant)	0.663	0.086		7.678	0.001	
Evaluation of willingness to perform agricultural work <sup>1</sup>	-0.387	0.038	0.388	10.210	0.001	
Performance of work beyond physical capabilities <sup>2</sup>	0.259	0.036	0.296	7.156	0.001	0.356
Neglecting school duties due to work <sup>3</sup>	0.115	0.037	0.131	3.130	0.002	
Education level <sup>4</sup>	-0.095	0.034	-0.105	-2.770	0.006	

<sup>1</sup> codes for willingness to perform agricultural work: 1 – willingly, 2 – unwillingly

<sup>2</sup> codes for performance of work beyond physical capabilities: 1 – did not perform, 2 – performed

<sup>3</sup> codes for neglecting school duties due to work: 1 – did not neglect 2 – neglected

<sup>4</sup> codes for education level: 1 – low, 2 – high

(0.17), respondent's age (0.11), age at which a respondent started to perform work on an equal with adults (0.10), and age at which a respondent discontinued performing work on a farm (0.09). These factors together explain 18% of variance of the variable 'positive emotions experienced in childhood'. In childhood, a respondent experienced the more positive emotions in association with work performed on parents' farm, the greater the willingness to perform this work, the more time devoted to this work, the older the respondent at present, the older the age at which a respondent started to perform this work, and the older the age at discontinuation of performance of this work.

In turn, 4 factors explain the occurrence of negative emotions in childhood: willingness to perform work (0.39), performance of work beyond capabilities of a child (0.30), neglecting school duties due to the necessity to work on parents' farm (0.13), and respondent's education level (-0.11). These factors jointly explain 36% of variance of the variable 'negative emotions experienced in childhood'. A respondent who experienced in childhood the more negative emotions in relation with work on parents' farm, the less the willingness to perform these work activities, the higher the degree to which these activities exceeded the child's capabilities, the more neglected were school duties due to this work, and the lower the respondent's education level at present.

Based on the list of characteristics excluded during the analysis of stepwise regression as those which have no significant effect on the differences in indicators of intensity of positive and negative emotions experienced while performing agricultural work, it may be presumed that experiencing these emotions in childhood is not related with respondents' gender, their present place of residence, number of years of work on parents' farm, and missing school classes due to work.

The following factors explain emotions experienced by respondents in association with work performed in childhood: willingness to perform work (-0.37), time devoted in childhood to the performance of these work activities (0.13), respondent's age (0.11), and age at which the respondent began to perform work on an equal with adults (0.11). These factors jointly explain 15% of variance of the variable: positive emotions experienced by respondent in adulthood with relation to work performed in childhood on parents' farm – the more positive emotions experienced in adulthood, the more time devoted to work, the greater the willingness to perform this work, the older the respondent at present, and the older the age at which the respondent began to perform this work. The set of variables explaining the occurrence of positive emotions in adulthood is the same as for variables explaining positive emotions in childhood (in childhood, an additional significant variable is also the age at which the respondent discontinued performing work on parents' farm). In both cases, the direction and strength of relationships between variables are the same (Tabs. 4, 5).

Five factors explain the occurrence of negative emotions in adulthood: willingness to perform work (0.27), performance of work beyond the capabilities of a child (0.23), missing school classes due to the necessity to work on parents' farm (0.20), time devoted daily to the performance of work (0.12), and respondent's education level (-0.09). These factors jointly explain 29% of variance of the variable: negative emotions experienced in adulthood. The more negative emotions experienced by respondent in adulthood in association with

**Table 5.** Predictors of emotions experienced in adulthood in association with work performed in childhood (results of stepwise regression)

Predictors	Non-standardized coefficients		Standardized coefficients $\beta$	t	p	R <sup>2</sup>
	$\beta$	Standard error				
<b>Current positive emotions in association with work</b>						
(constant)	2.672	0.084		31.684	0.001	
Evaluation of willingness to perform agricultural work <sup>1</sup>	-0.441	0.052	-0.366	-8.400	0.001	
Duration of performance of agricultural work – per one day on average	0.043	0.015	0.126	2.927	0.004	0.154
Respondents' age	0.003	0.001	0.113	2.621	0.009	
Age at beginning work on equal with adults	0.009	0.004	0.112	2.241	0.011	
<b>Current negative emotions with relation to work</b>						
(constant)	0.417	0.098		4.247	0.001	
Evaluation of willingness to perform agricultural work	0.279	0.042	0.266	6.621	0.001	
Performance of work beyond physical capabilities <sup>2</sup>	0.207	0.040	0.225	5.135	0.001	0.289
Duration of performance of agricultural work – per one day on average	0.34	0.013	0.116	2.623	0.009	
Missing school classes due to work <sup>3</sup>	0.185	0.041	0.201	4.540	0.001	
Education level <sup>4</sup>	-0.084	0.038	-0.088	-2.194	0.029	

<sup>1</sup> codes for willingness to perform agricultural work: 1 – willingly, 2 – unwillingly

<sup>2</sup> codes for performance of work beyond physical capabilities: 1 – did not perform, 2 – performed

<sup>3</sup> codes for missing school classes due to work: 1 – did not neglect, 2 – neglected

<sup>4</sup> codes for education level: 1 – low, 2 – high

work performed in childhood, the smaller the willingness to perform work, the higher the degree to which this work exceeded the child's capabilities, the more frequent missing of school classes due to work, the greater amount of time devoted to this work daily, and the lower respondent's education level at present.

## DISCUSSION

Respondents who in their childhood began the performance of work on an equal with adults, at an older age experienced a higher intensification of positive emotions related with work. Therefore, it may be presumed that experiencing positive emotions is more frequent in individuals whose parents were concerned with the adjustment of work activities endowed on children to the psychophysical capabilities of a child, and did not endow duties to too small children. At the same time, a positive relationship was observed between experiencing positive emotions and time devoted to performing work on farm. The longer the children assisted their parents with agricultural work, the more positive emotions they experienced. This result shows that time devoted by a child to agricultural work may be related with positive consequences, provided that the tasks endowed on a

child are adjusted to psychophysical capabilities. In addition, positive emotions are experienced more frequently, when respondents discontinued work on their parents' farm at an older age. It may be presumed that these respondents helped their parents on the farm guided by their own interests, wish to work in agriculture in the future, and prepared themselves to take over their parents' farm. This presumption is confirmed by the subsequent characteristics which are significantly related with positive experiences, i.e. willingness to perform agricultural work. Respondents who reported that in childhood they willingly undertook duties on a farm, significantly more often experienced positive emotions related with performance of this work. Willingness to perform agricultural work is the strongest predictor of experiencing by a child of positive emotions in association with the performance of this work.

Present respondents' age is also of great importance with respect to experiencing positive emotions in association with work in childhood. The older the respondent, the more frequently the reported positive experiences while performing agricultural work in childhood. This result may indicate a tendency to the idealization of experiences related with childhood: blurring of the unpleasant, and exposing those pleasant.

The occurrence in childhood of negative emotions related with performance of agricultural work is basically explained by factors other than in the case of positive emotions. The only common factor explaining the occurrence of both positive and negative emotions is willingness to perform this work. An intensification of negative emotions experienced in childhood is higher, the less willingly a child undertakes duties on parents' farm. In addition, the occurrence of negative emotions explains also an excessive loading with agricultural work: the more emotions, the more frequently the performed work activities beyond physical capabilities of a child, which is also the cause of neglecting school duties by a child. Experiencing negative emotions is also related with a lower respondent's education level. It may be presumed that in childhood these respondents were so loaded with work that they were unable to achieve a higher level of education.

The recognition of conditioning of emotions experienced by an individual is of great importance, considering the role of emotions in human life. Results of many studies show that positive emotions are related with a better quality of life, and more effective functioning, whereas with negative emotions it is the opposite – worse quality of life and less effective functioning. According to the broaden-and-build-theory [17], positive emotions experienced by an individual contribute to the widening of the possessed thought-action repertoire which, in effect, favours the construction of physical, intellectual and social resources of an individual. In addition, positive emotions are associated with effective coping and self-regulation. When an individual is subjected to the effect of a stressor, positive emotions allow a psychological break, support the continuation of coping efforts, and supplement resources used in the coping process [18]. Studies also indicate that positive emotions exert a favourable effect on the functioning of the immune system [19], and self-reported and physical well-being of an individual [20]. In turn, negative emotions exert a negative effect on the functioning of an

individual and his/her quality of life. According to Rothbard [21], experiencing negative emotions causes concentration on oneself, intensifies self-regulation processes using up energy needed to perform various social roles, which limits the possibilities of engagement in these roles, and results in preoccupation, which limits the accessibility in various social roles.

The results of the presented study show that with work performed in childhood are associated positive and negative emotions, which were experienced in childhood while performing these work activities, and experienced in adulthood many years later. However, it occurs that despite the years that had passed, the performance of work in childhood may shape emotions experienced by an adult, which may affect his/her quality of life and functioning in adulthood.

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