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# **Psychological distance between family members and its influence on the teenager's personality**

**Marina B. Zemsh<sup>1</sup>**

<sup>1</sup>State Humanitarian University of Technology, Orekhovo-Zuevo,  
Russian Federation  
[mz-ped@ggtu.ru](mailto:mz-ped@ggtu.ru)

**Leonid L. Starodumov<sup>2</sup>**

<sup>2</sup>Sochi state University, Sochi, Russian Federation  
[stalleon@sutr.ru](mailto:stalleon@sutr.ru)

**Ekaterina S. Ignatova<sup>3</sup>**

<sup>3</sup>Perm State University, Perm, Russian Federation  
[ignatovae@psu.ru](mailto:ignatovae@psu.ru)

**Yuliya B. Lazareva<sup>4</sup>**

<sup>4</sup>Sechenov First Moscow State Medical University (Sechenov  
University), Moscow, Russian Federation  
[yublazareva@mma.ru](mailto:yublazareva@mma.ru)

**Alexsei K. Dubrovin<sup>5</sup>**

<sup>5</sup>East Siberian Institute of the Ministry of Internal Affairs of Russia,  
Irkutsk, Russian Federation  
[akdubrovin@esi.irk.ru](mailto:akdubrovin@esi.irk.ru)

## **Abstract**

The purpose of the study is to study the influence of the psychological distance between family members on the formation of the personality of a teenager. Statistical methods were used to construct a linear dependence of the average academic performance of a teenager on the shortest distance of his relationship with a relative. As a result, close relationships in the family are an important factor supporting teenagers in their studies. In conclusion, improve the relationship in the family, it is advisable to combine psycho-correctional work with teenagers in training with psychological and pedagogical work with their parents (guardians).

**Keywords:** Teenager, parent-child, relationship, remoteness, achievements.

## Distancia psicológica entre los miembros de la familia y su influencia en la personalidad del adolescente

### Resumen

El propósito del estudio es estudiar la influencia de la distancia psicológica entre los miembros de la familia en la formación de la personalidad de un adolescente. Se utilizaron métodos estadísticos para construir una dependencia lineal del rendimiento académico promedio de un adolescente en la distancia más corta de su relación con un familiar. Como resultado, las relaciones cercanas en la familia son un factor importante que apoya a los adolescentes en sus estudios. En conclusión, mejorar la relación en la familia, es recomendable combinar el trabajo psico-correctivo con adolescentes en formación con el trabajo psicológico y pedagógico con sus padres (tutores).

**Palabra clave:** Adolescente, padre-hijo, relación, lejanía, logros.

### 1. INTRODUCTION

Adolescence is one of the most important stages of human life, often determining the further development of personality. This age is unstable, impressionable, difficult, it is more than other periods of life, depends on the realities of the environment. That is why one of the tasks of modern society is to pay attention to the social situation of children and teenagers, help and promote their

development and education, their social protection. The family is a stable open system, the elements of which are its members, between them are established different types of connections (blood, psychological, economic, etc.), the dynamics of which causes the process of development of the child. In the psychological literature, it is widely believed that no institution, except the family, is able to do so much good in the upbringing of the child, and at the same time potentially bring the same amount of harm (OMASU, OGAWA, SUGIURA & HAMAMOTO, 2016; UENO, KAMISE, MATSUI & FUKUTOMI, 1994). The problem of family and the impact of family education on the formation of the child's personality remain relevant today (BELL & BELL, 2005).

Parent-child relationships can be represented by various parameters, such as interest, proximity/ remoteness, parenting style, generalized parameters of inclusion and prevalence, and allows us to study the features of these relationships at the empirical level. The modern concept of psychological distance can be represented as the development and generalization of certain ideas of psychologists about the features of interpersonal relations (CRANE, 2006; LEE & ATANCE, 2016). The peculiarity of psychological distance is its relative isolation from the physical parameters of the people's interactions as a result of a special property of inter-personal interactions (HERSHFIELD & KRAMER, 2017; HE, SUN, SHI, ZHANG & HU, 2018).

The relevance of the study of the influence of psychological distance between family members and the impact on the formation of the personality of a teenager due to the fact that family relationships are crucial in the process of formation of the personality of the child, and then the teenager, and it is the study of psychological distance between members of the same family can be a key factor in the formation of psychological health of the child's self-esteem, its adequate self-esteem and successful interaction with society.

### **3. METHODS OF THE STUDY**

The number of respondents was 58 people. Summarized data on families and teenagers are presented in table 1. The study is conducted in 3 stages. At the first (preparatory) stage, a sample for the study was determined, valid and reliable research methods were selected, mathematical and statistical methods for calculating the results of empirical research were chosen. At the second (diagnostic) stage, an ascertaining experiment is conducted in accordance with the objectives and purpose of the study, implemented in the following:

- 1) The study of the main parameters of academic achievements and features of self-esteem of teenagers;

2) The study of the influence of family relations on the dynamics of academic achievements in adolescence.

The third stage of the research is analytical-interpretative, devoted to mathematical-statistical processing of empirical results, their further psychological interpretation, and formulation of partial and general conclusions. The fourth stage is the construction of statistical regularities of the average academic performance of a teenager from the shortest distance of his relationship with a relative.

As a result of the implementation of the first diagnostic stage of the study, the characteristics of the parameters of the achievements of the teenager were compiled.

Table 1: Summary of families and teenagers

Age	Girls	Boys
12-14	8	7
15-16	12	11
17-18	10	10
Total	30	28

Family	Girls	Boys
Family with two parents	16	14
Single-parent family	12	13
No parents (or grandparents)	2	1

Income	Girls	Boys
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Low income	4	3
Average income	20	19
Above average income	6	7

For the study, method of measuring psychological distance, which aims to study the degree of proximity/remoteness of the child/parent to family members on the basis of measuring the length of the psychological distance and identify the type of relationship between them, was used. On the basis of the length of the psychological distance, the dominant type of relations in the family is established: symbiotic, alienated, and fruitful (MEDVEDKOVA, 1997). The proposed method of determining the psychological distance is based on the widespread in the psychodiagnostics idea of projection of internal experiences on the material of stimuli. It is based on the geocentric model of psychological space construction and offers a nonverbal answer to the question: Which of the others is closer to me? In this case, I of a person acts as an organizing center of his likes and dislikes towards other people. The stimulus material: the playing field is 7×7 cells and shapes.

The study is conducted individually with one or more family members. The respondent is invited to place on the playing field shapes, denoting family members, on any cells in relation to his

figure, which should be located in the center of the field. An example of the constructed field is shown in figure 1.

Mother						
			I		Father	
Grandfather	Grandmother					

Figure 1: An example of the constructed field in the study of distance in the family

#### 4. RESULTS

The main parameters of academic achievements, by analogy with (BORISHEVSKY, 1980), take the height, degree of adequacy and stability. The height is characterized by the degree of complexity of the tasks that the individual chooses to achieve this goal. Adequacy reflects the availability and number of model elections: increase the level of achievement after success and decrease after failure. Stability reflects the tactics of the choice of further goals by the individual and depends primarily on previous achievements.



Table 2: presents data on respondents

No.	Age	Gender	Family	Family income	Minimum distance	The average score for academic achievement	No.	Age	Gender	Family	Family income	Minimum distance	The average score for academic achievement
1	12	f	2 parents	low	3	4.3	30	12	m	single - parent	avg.	4	4.2
2	12	f	single - parent	avg.	2	4.5	31	16	f	2 parents	above avg.	3	4.3
3	13	m	2 parents	above avg.	4	3.5	32	16	f	2 parents	avg.	1	3.9
4	15	f	2 parents	avg.	4	3.2	33	15	m	2 parents	low	4	3.1
5	16	m	single - parent	avg.	3	3.8	34	18	m	2 parents	avg.	1	3.1
6	16	m	single - parent	avg.	3	4.7	35	13	f	single - parent	avg.	4	3.5
7	17	f	2 parents	avg.	3	4.8	36	17	f	2 parents	avg.	4	4.8
8	18	m	single - parent	low	3	4.4	37	14	m	2 parents	above avg.	2	3.5
9	12	f	single - parent	avg.	3	3.4	38	16	m	single - parent	avg.	4	3.8
10	14	m	2 parents	avg.	2	3.8	39	17	f	single - parent	avg.	4	4.4

11	17	f	single-parent	above avg.	1	3.4	40	15	f	single-parent	avg.	1	4.6
12	18	m	no parents	avg.	1	3.05	41	16	m	2 parents	low	4	3.2
13	15	f	2 parents	avg.	4	3.9	42	17	f	single-parent	low	4	3.9
14	18	f	2 parents	low	3	3.1	43	18	m	single-parent	avg.	2	3.7
15	17	m	no parents	avg.	2	3.05	44	15	f	single-parent	avg.	1	3.9
16	13	f	single-parent	avg.	4	3.2	45	14	f	single-parent	avg.	1	3.4
17	18	m	single-parent	avg.	2	3.5	46	17	f	2 parents	above avg.	4	4.1
18	16	f	2 parents	avg.	2	3.1	47	18	m	single-parent	avg.	4	3.7
19	12	m	single-parent	avg.	4	4.5	48	18	m	single-parent	avg.	4	4.6
20	15	f	2 parents	avg.	4	4.8	49	13	m	2 parents	above avg.	4	4.3
21	15	m	2 parents	avg.	2	4.7	50	15	m	2 parents	avg.	4	4.3
22	18	m	2 parents	avg.	3	4.1	51	16	m	single-parent	avg.	1	4.4
23	16	m	2 parents	above avg.	3	4.8	52	17	f	2 parents	above avg.	2	4.4
24	16	m	2 parents	low	4	3.1	53	18	m	2 parents	above avg.	1	3.5
25	13	f	2 parents	above avg.	3	3.2	54	15	f	2 parents	avg.	4	3.5
26	18	m	single-parent	avg.	2	3.2	55	14	f	no parents	avg.	3	4.5
27	15	f	single-parent	above avg.	3	3.1	56	15	m	2 parent	low	1	4.1

			paren t							s			
28	1 6	f	singl e- paren t	avg.	3	3.8	57	16	f	2 parent s	avg.	2	3.2
29	1 3	m	singl e- paren t	low	3	3.6	58	13	f	single - parent	abov e avg.	4	4.1

The results of the analysis of the data, obtained in the framework of the second direction of the ascertaining stage of the study, is a comparison of the parameters of height, adequacy, and sustainability of the achievements of teenagers with the characteristics of the family situation, family relationships have shown the presence of numerous significant correlations between them. It is found that the indicators of the height of achievement of a teenager correlate positively with the prevalence of adequate (democratic, authoritative) style of family education ( $p \leq 0.05$ ), in particular, there are positive relationships with indicators such as hyper protection ( $p \leq 0.05$ ), minimum requirements - prohibitions and negative - with the indicator of minimum sanctions, as well as with the parameter of the established distance between family members ( $p \leq 0.05$ ).

It is found that the parameter of adequacy of achievements significantly positively correlates with the predominance of the democratic style of family education ( $p \leq$

0.01), with the indicator of a balanced type of family system ( $p \leq 0.05$ ), with the indicators of awareness of family structure ( $p \leq 0.05$ ) and negatively - with the predominance of styles such as dominant and indulgent hyper protection and the existing problem on the part of parents - the phobia of child loss ( $p \leq 0.01$ ). It is empirically revealed significant relationships between the dimensions of sustainability of the achievements and style of family education: realistic tactics of goal setting is positively correlated with the appropriate style of family education ( $p \leq 0.01$ ) and negatively with an index of minimum sanctions; and rigid combined tactics of goal-setting correlated with increased preference for child quality, has a place in the style of family education indulges hyper influence ( $p \leq 0.05$ ).

It is established that a balanced type of family functioning ( $p \leq 0.05$ ) correlates positively with realistic goal-setting tactics. The correlation between the indicators of step and mixed pattern of target selection and indicators of self-insignificance and lack of a clear understanding of the family structure ( $p \leq 0.05$ ) is empirically proved. Qualitative analysis of the results allowed us to determine the specifics of intra-family relations in teenagers, differing in level of achievement, the degree of their adequacy and tactics of goal-setting. The majority of teenagers with high levels of achievement belong to families with separated and combined types in terms of family cohesion (emotional

closeness between family members, support for teenagers in situations of success and in cases of failure allows the child to feel confident and set challenging tasks).

Teenagers with average achievement are brought up in families with family education styles such as: condoning overprotection, emotional rejection and abuse (disruption of interaction between parents and teenagers makes it impossible to effectively increase the maturity of the components of self-consciousness of the teenager, and then, and autonomy in setting and achieving their own goals). Teenagers with a low level of achievement belong to the confusing type of family cohesion (too high a level of cohesion leads to the imposition of parents' own point of view and the inability of the teenager to decide on their own planning for further steps). Teenagers with high achievement mostly raised in families with a flexible (balanced) type by parameter adaptation: constructive reorganization of the family in the face of life problems creates conditions for the development of the child's skills to analyze their own successes and failures.

Teenagers with low achievements are divided (unbalanced) family system on the parameter of cohesion: lack of interest in the child, lack of communication and certain isolation of the teenager from the family negatively affect the

ability to analyze previous steps and plan further ones. It is found that the development of the sustainability of goals achievement in a child depends on the characteristics of family relationships. In particular, the development of realistic tactics of goal-setting contributes to the divided type of family cohesion, characterized by emotional closeness, support, and interest between family members. The development of a step pattern leads to a confusing type of family cohesion since dedifferentiation in the relationship between parents (guardians) and children causes the appearance of a teenager excessive caution in planning further steps.

The formation of hyper labile tactics is usually observed in families with a divided type of cohesion and in families with a predominance of the style of family education emotional neglect. A holistic analysis of the results of the ascertaining experiment showed that the achievements of the individual as an important component of her self-consciousness largely depend on the characteristics of social, in particular, family-related interaction.

The results of the study showed a correspondence between the parameters of the achievements of the teenager (height, adequacy, and sustainability) and the parameters of the functioning of the family, the style of family education and the

like. This indicates the need for purposeful work on the development of adequate achievements of the personality of the teenager with the involvement of the family. At the fourth stage of the study, the regression relationship between the distance and academic achievements is constructed:  $y = -0.6407 x + 5, 7272$ ,  $R^2 = 0, 5936$ . Dependence shows that the presence of a loved one in the family is a factor that directly affects the academic achievements of teenagers. Maybe it is the result of reducing the anxiety of a teenager, increasing his self-esteem, increasing motivation, the availability of a number good example, etc.

## **5. CONCLUSIONS**

The study made it possible to draw the following conclusions:

- Achievements are closely related to the self-esteem of the teenager, which indicates an attempt to plan further steps based on an assessment of their own capabilities. The obtained empirical data indicate the consistency of development and mutual influence of achievements and self-esteem as components of the teenager's self-consciousness;

- Teenagers with a high level of achievement are raised in families with an optimal degree of emotional intimacy, that is, close relationships in the family are an important factor supporting teenagers in their studies, thereby increasing their motivation and confidence, which ultimately leads to improved results of achievements; teenagers with an average level of achievement, often brought up in families with violations of the educational process in the form of pandering hyper protection, emotional neglect, and abuse, often it is incomplete families; teenagers with a low level of achievement, often belong to an intricate type of family cohesion, this contributes to the attempts of parents to impose their own point of view, the usurpation of the personal space of the child, and hence the inability of the teenager to plan their own future activities to achieve their own goals.

- To improve the relationship in the family, it is advisable to combine psycho-correctional work with teenagers in training with psychological and pedagogical work with their parents (guardians). This enhances the psycho-correctional effect of personality development and harmonization of parent-child relationships.

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