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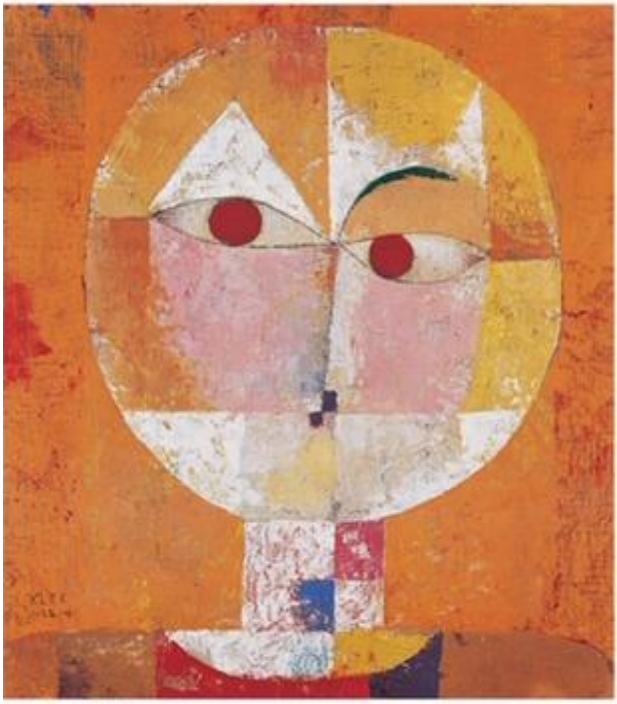

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Influence of family education style on psychological distance between family members

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Abstract

The purpose of this study is to determine the dependence of the length of psychological distance on the style of family education. To achieve the goal, the following methods were used: 1. The method of measuring psychological distance; 2. The sovereignty of psychological space questionnaire 3. Test - questionnaire of parental attitudes towards children (ORO). As a result, the educational impact is a necessary element in the formation of the personality of the adolescent. In conclusion, targeted parental education will help the parents correct their behavior with a teenager.

Keywords: Psychological, Distance, Parenting, Style, Adolescence.

Influencia del estilo de educación familiar en la distancia psicológica entre miembros de la familia

Resumen

El propósito de este estudio es determinar la dependencia de la longitud de la distancia psicológica con el estilo de educación familiar. Para lograr el objetivo, se utilizaron los siguientes métodos: 1. El método para medir la distancia psicológica; 2. La soberanía del espacio psicológico cuestionario 3. Prueba - cuestionario de actitudes de los padres hacia los niños (ORO). Como resultado, el impacto educativo es un elemento necesario en la formación de la personalidad del

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adolescente. En conclusión, la educación parental dirigida ayudará a los padres a corregir su comportamiento con un adolescente.

Palabras clave: Psicológica, Distancia, Crianza, Estilo, Adolescencia.

1. INTRODUCTION

A systematic empirical theoretical study of the psychological space of a person and psychological distance was carried out in the WORKS OF NARTOVA-BOCHAVER (2011) (sovereignty of psychological space), TROPE AND LIEBERMAN (2010) (dependence of the level of event construction on psychological distance). Much attention is paid to the consideration of psychological distance in different types of families, for example, in the works of GOLDBERG AND CARLSON (2014) the psychological distance is studied in official and cohabiting families, MCLANAHAN ET AL. (2013) in single-parent families where the father is absent. The study of Cherlin and Fomby considers the instability of the family and its effect on the psychological distance (FOMBY AND CHERLIN, 2007).

Fidler, continuing the ideas of TROPE AND LIEBERMAN (2010), develops a constructivist concept and introduces new parameters for measuring psychological distance. Recently, studies of the influence of psychological space and psychological distance on various aspects of children's lives in the future have become popular. For example, career building and children's self-determination in later

life, depending on how the psychological distance was built in the parental family (CHOI ET AL., 2015).

The beginning of studies of psychological distance as a theory of proxemics was laid by HALL (1966) and later was actively used by psychologists to determine family relations. Currently, there is an increase in the number of publications on the problem of psychological distance. For example, Kupreychenko, on the basis of an empirical study of personal and group factors of trust in other people within the framework of the psychology of trust and distrust, described the role of trust in the formation of psychological distance (KUPREYCHENKO, 2003). Petrovsky, within the framework of the psychological theory of the collective, introduced the index of psychological distance in interpersonal relations. The coefficient of this index shows the degree of convergence of values and positions of team members, the absence of opposition and distance from each other. The greatest psychological distance indicates the psychological remoteness and alienation of people who do not understand and do not accept each other (PETROVSKY, 1984: GAMARRA ET AL, 2018).

From the point of view of Dukhnovsky, the phenomenon of psychological distance is reflected in the personal freedom of a person. Psychological distance is characterized as a degree of openness to other people and a degree of protection from them, as a way to preserve the integrity of the self- image (DUKHNOVSKY, 2012). A characteristic feature of this approach to the analysis of psychological distance is to consider it in a narrow sense as an interpersonal distance,

which, according to Dukhnovsky, as a characteristic of relationships, is not applicable to situations in which there is no interaction, i.e., any activity directed both from one and from the other (DUKHNOVSKY AND KULIKOV, 2009).

Thus, the aim of our study is to establish the dependence of the psychological distance on the type of family relationships, due to the type of the educational influence.

2. METHODS

The methodological basis of our research consists of the works of (MEDVEDSKAYA, 2009). Theoretical position: Psychological distance is one of the ways to organize psychological space. It fixes relatively stable boundaries of the psychological space and allows you to select the existence of these stable boundaries, both in its own space and in the psychological space of another person. The main components of psychological distance are: - a generalized view of oneself, one's own capabilities and limitations in interaction with another person; - a generalized concept of another, its properties; - making decisions about the degree of one's own influence on the other and the openness/closeness of one's own psychological reality for the impact of this other (BELARBI ET AL, 2019).

Each family objectively develops certain, far from always a conscious psychological distance, determined by the style of

educational influence, by which is meant the understanding of the goals and methods of education. In this study, 4 types of family upbringing tactics and four types of family relationships corresponding to them are identified, which are the prerequisite and the result of their occurrence: dictate, guardianship, non-intervention, and cooperation. The present study made the assumption that the psychological distance depends on the type of family relationships established in the family, therefore, according to the four types of family relationships, the dominant type of family relationships is established based on the length of the psychological distance: symbiotic, alienated, fruitful.

The study was conducted among adolescent children and their parents from different types of families (one-child, large, with one or two parents) according to three different test methods, 60 families took part in the study in which at least one teenage child, one-child families 20, average 20, large 20, only 243 people.

To identify the psychological distance in the study, the method of measuring the psychological distance of MEDVEDSKAYA (2009) was used. It aims to study the degree of proximity/distance of the child/parent in relation to family members based on measuring the length of psychological distance and identifying the type of relationship between them. The parameters of length and strength directly correlate with each other: the shorter the psychological distance to a certain person, the more intense it is, the stronger the experience of one's own limitations, the greater the influence of another person, and the greater his significance. Depending on the

length of the psychological distance, in fact, three types of relationships in the family indicated above are distinguished. The technique involves the use of a graphic field for the placement of all family members in relation to themselves.

Psychological distance is analyzed by the length parameter. To determine the length of the psychological distance (measuring the distance from the subject to another figure), the following conventions are introduced: 1 - one cell in a straight line to either side of the subject's figure. 1.5 - one cell diagonally in any direction from the subject's figure. 0 - when imposing a shape on a shape. Thus: the minimum psychological distance is 0, the maximum psychological distance is 4.5. The smallest indicators of psychological distance characterize the relationship with the closest and most significant people for the subject. The long-distance in the dyad the subject is a member of a large family indicates alienation and, rather, the conflicting nature of the relationship between them. The same is evidenced by the removal of the figure out of the field. According to the proposed model for constructing a psychological space, 3 different types of family relationships are possible in it, corresponding to the length of the psychological distance. Their characteristics are contained in Table 1.

Table 1: Areas of psychological space, defined by the type of communication between people

Type	**Characteristic**	**Distance**	**Reflection**
symbiotic	Very close	Short (0 -	I do not make

	relationship interdependence	1.5)	decisions on my own, they pressure me
fruitful	Optimal for personal development and cooperation	Medium (2 - 3)	I make decisions on my own, no one bothers me, I can rely on myself and trust others
aloof	Lack of community with others, estrangement	Long (3.5 - 4.5)	I am alone and nobody needs, there is nobody around me

To identify the type of educational impact, the methods for diagnosing types of child-parent relations according to the classification of PETROVSKY (1984) was used, which includes such types as Dictate, Guardianship, Non-interference, Cooperation, using the Test Questionnaire of the Parent Relationship (QPR) (VARGA, 1986). The purpose of the questionnaire is to identify the parental attitude towards the child, as well as the behavioral stereotypes practiced in dealing with him, the characteristics of perception and understanding of the character and personality of the child, his actions. The subject is provided with the form of answers and the text of the questionnaire, consisting of 61 statements about the relationship to the child. In the event that parents generally agree with any particular statement, the number of this statement is circled on the answer form. If you do not agree - the approval number is crossed out.

The sovereignty of the psychological space questionnaire by NARTOVA-BOCHAVER (2011), consisting of 80 statements, with which the subjects agree or disagree, was used as the control parameter

of the measurement. The questionnaire includes 6 scales reflecting the dimensions of the psychological space: the sovereignty of the physical body, the sovereignty of the territory, the sovereignty of things, the sovereignty of habits, the sovereignty of social ties, the sovereignty of values. These dimensions of the psychological space suggest such a quality of personality as sovereignty.

The importance of measuring the sovereignty of psychological space in this study is due to the fact that psychological space can be: sovereign and disturbed, disturbed space can be of two types - deprived and super sovereign, which in turn will determine the type of interaction between family members and the formation of psychological distance. A space with holistic boundaries is called sovereign, since the holder can maintain his personal autonomy, and with broken boundaries, space is called deprived, and the need for privacy (ability to manage interaction with the world) is deprived. Overconfidence (quasi-sovereignty) is manifested as a phenomenon of overcompensation in response to excessive deprivation influences from outside, non-susceptibility means a complete disregard for human needs.

3. RESULTS

As a result of the study of psychological distance, dominant types of relationships were established in different types of families. It should be noted that most often in all types of families there is a dense

psychological space, a short psychological distance, symbolizing symbiotic relations, less often - a large distance from each other (alienated relations). Fruitful relationships (optimal psychological distance) are more common in single-child families. In large and medium-sized families, the length of psychological distance is more symbiotic than in single-child families.

Table 2: Type of psychological distance depending on the number of

Amount of children	**Symbiotic (% of family type/% of all)**	**Fruitful (% of family type/% of all)**	**Alienated (% of family type/% of all)**
One-child family	50% / 16%	30% / 10.2%	20% / 6.8 %
medium-sized	64% / 22%	22% / 7.5 %	14% / 4.7 %
having many children	72% / 24.5%	20% / 6.8 %	8% / 2.7 %

The symbiotic type of psychological distance in large families is determined by the self-sufficiency of such a family. However, it can create various barriers to relationships with other people; family members tend to lock themselves in, which leads to impeding the personal growth of each family member, developing relations with the outside world, which can lead to the destruction of the psychological space of both the personal and intrafamily. Fruitful relationships based on the optimal length of the psychological distance are less characteristic of these types of families.

On the other hand, in single-child families, alienation is more common, it can be assumed that this is due to the high employment of

both parents. It was also found that mothers in all types of families are dominated by symbiotic relationships with relatives and friends, interdependence with other people is expressed, and the greater the number of children and the age of married life, the more often full symbiotic relations between all family members are found. Father families with many children are dominated by alienated relationships; in single-child families, all types of relationships are equally apparent.

The smallest figure obtained on a scale of Cooperation. This suggests that only 8% of parents try to help the child in everything, highly appreciate his intellectual and creative abilities, and feel a sense of pride in him. Parents encourage the initiative and independence of the child and try to be with him on an equal footing, to take his point of view on controversial issues.

Thus, it can be concluded that the symbiotic type prevails in the measurement of psychological distance in the family, and in determining the type of upbringing, the fruitful type partially coincides with the attitude of cooperation, but the authoritarian parenting style is more often the one where the psychological distance is symbiotic or alienated (NARTOVA-BOCHAVER, 2011). The study showed that older adolescents had three levels of sovereignty: high (51.2%), medium (12.6%), and low (36.2%). Adolescents with a sovereign psychological space are able to protect and control it, they are able to establish the correct psychological distance to others, do not suffer any harm from adults, can withstand external destructive influences, or avoid them. In our study, there is a clear correlation between the

sovereignty of the psychological space, the style of education and the definition of psychological distance.

4. DISCUSSION

When describing the types of family relationships, it should be noted that the educational impact is a necessary element in the formation of the personality of the adolescent, but the four types distinguished differ in their mode of action and outcome. Dictate implies that order and violence are preferred to all types of influence, the child's personality, his interests and opinions in such a situation are usually not taken into account. As a result, in adolescence, parents who prefer this type of upbringing face resistance from a child who responds to pressure, coercion, threats of hypocrisy, deceit, outbursts of rudeness, and sometimes outright hatred. At the same time, the psychological distance is very large, it is alienated. Even if the personality of the adolescent does not resist, there is a loss of the most important qualities: independence, self-esteem, initiative, faith in yourself and your abilities, etc.

Psychological distance and methods of communication and interaction between people are interdependent. Not only the length of the psychological distance determines the style of communication, but vice versa, the style of communication builds and changes the psychological distance (TROPE AND LIEBERMAN, 2010). The relationship between the quality of parental relationships and

children's behavior may change in the process of children's development, since the involvement of parents in their children's lives and children's understanding of parental relationships change over time. In infancy, the main role of parents is to provide for the physical, social, and emotional needs of children who are completely dependent on them (CHANG ET AL., 2019).

In adolescence, when children develop greater autonomy and acquire new social and cognitive skills, they begin to test parental restrictions, increasing the need for consistent disciplinary practices and increasing parental stress. In middle childhood and adolescence, children continue to develop their individuality and become increasingly independent as they participate in new activities and social relationships.

Psychological distance and family relationships are built according to the principle of mutual influence, and they are also affected by external, objective and internal, subjective factors, such as the environment, social expectations, and even the dwelling in which the family lives (GARIPOVA AND KARAVAEVA, 2017). In light of these events, it can be expected that the quality of parental relationships will have a greater impact on the behavior of children at a younger age, while children's behavior may have a greater impact on the quality of parental attitudes as they mature. Longitudinal studies that use several time points can shed light on the differences in how the quality of parental relationships is related to the behavior of children with the age of children.

5. CONCLUSIONS

The data obtained in our study can serve as the basis for the organization of special work aimed at forming the psychological space of older adolescents, which involves:

- Creating family conditions for the development of sovereignty psychological space based on respect and trust;

- Development of empathy and interest in the development of members of the psychological space;

- The development of positive ways of relationships in the family and the immediate social environment;

- Work with measurements of psychological space;

- The use of psychological technologies and psychotherapeutic practices for the prevention of the sovereignty of the psychological space and the correction of its deprivation.

The data obtained in the course of the study necessitated the development of a program of psychological work with parents. The study proceeded from the fact that, firstly, targeted parental education will help correct their behavior with a teenager, change the psychological distance between family members and their emotional well-being, and secondly, change parental behavior will help change

children. The program is aimed at developing new skills and correcting inefficient ways of interacting with children. Currently, the program is being tested. In conclusion, it should be noted that the study does not claim to be complete. The study of the mechanisms of formation of psychological space in the family and the development of the sovereignty of the personality of all family members is of undoubted practical importance, especially in the practice of family counseling and organizing educational work with parents.

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