

Empirical Research on Studying Psychological Conditions of the Formation of Adaptive Relationships between Parents and Children of Senior School Age

Емпіричне дослідження вивчення психологічних умов формування адаптивних взаємостосунків між батьками та дітьми старшого шкільного віку

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ABSTRACT

The purpose of this article is to describe psychological conditions of the formation of adaptive relationships between parents and children of senior school age.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method,

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structural and functional methods, the methods of the analysis, systematization, modeling and generalization. The empirical method is a confirmatory research.

The results of the research. *We believe that adults should create the most positive conditions for the harmonious mental development of the personality of senior school pupils. Parents should understand that the child's point of view and dignity should be respected, because this will facilitate the formation of a high or adequate self-esteem of the child. Senior school pupils should definitely be given useful advice, set a positive example, because all this will contribute to the formation of their personal and social maturity.*

Conclusions. *Both parents and children should be patient with each other, be kind to each other, love each other in all situations, talk to each other. In this difficult period, the period of children's growing up, everyone in the family has to perceive the people around them in a completely different way, relate to each other and to the surrounding world. The personally meaningful experience acquired by children is useful. The latter greatly helps senior school pupils to overcome conflicts, depression, not to fall into pessimism and take responsibility for their actions, to draw positively labeled conclusions from all events that will help overcome new life problems. Thus, a personally meaningful experience is formed taking into account certain psychological and social conditions that take place in the life space of senior school pupils in different periods of their life and personal development.*

Key words: *adaptive family relationships, maladaptive relationships, conflict relationships, harmonious mental development, useful advice, a positive example, personally meaningful experience.*

Introduction

Based on their own empirical researches, scientists (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko, & Salden, 2021) convince parents to try to do everything so that the child realizes that the crisis of his/her high school age has already ended, and the pupil does not have any frames left containing negative scripts. Adults should also realize that if they limit their children in everything (activity, behavior, desires), then the children will suffer in any case (Horney, 1994). Therefore, ways of solving both serious and somewhat trivial problems play an important role in family relationships (Brédart, 1991). Adaptive family relationships are largely

determined by whether parents know the appropriate productive algorithms for solving conflict situations and situations of interpersonal interaction (Боришевський, 1998; Комплієнко, 2020). In order to reduce a high level of anxiety of children, parents should constantly observe the behavior and activities of a pupil, understand well what he/she lives for, what his/her life priorities are, what he/she does well and what the pupil does badly (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina, & Shtyrov, 2019). If parents like certain actions and (or) deeds of their child, then every time they should actualize their attention to them, talk to the children about it, praise them for it (Cui, Wang, & Zhong, 2021). A child should be favorably treated even if he/she is fully aware of his/her responsibility and honestly and frankly tries to correct his/her own mistakes (Івашкевич & Кюмарніцька, 2020).

Scientists (Ivashkevych Ed., & Onufrieva, 2021) repeatedly emphasized that the energy of senior school pupils should have an appropriate outlet, and parents should help the child find reliable, reasonable and healthy ways of such an outlet. For this, scientists claim, it is very useful to do sports, to constantly perform physical exercises, which, at the same time, stimulate the cognitive activity of schoolchildren (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019). Maladaptive family relationships, in turn, lead to situations when quite often adults do not understand the activity of senior school pupils, and do not even want to understand it, and at the same time begin to complicate the life of schoolchildren, instead of helping children find interesting activities and groups that suit their interests (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Ivashkevych Er., Prymachok, Hupavtseva, & Zukow, 2020). So, parents should understand that senior school pupils are already to a certain extent formed in terms of personality, people who are trying to learn how to live in the living space of adults, but they are not yet completely confident in their abilities (Drigas, & Karyotaki, 2017).

At the same time, maladaptive family relationships are often caused by situations where senior school pupils are excessively active and energetic (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden, & Aymedov, 2021). Then somewhat frightened and alarmed parents use all kinds of prohibitions in relation to their children (Mykhalchuk, & Ivashkevych Er., 2019). However, in order to achieve adaptive family relationships, the opposite actions are appropriate (Бірунов, 2018). Senior school pupils should be helped to choose certain interesting ways for them to put their energy into life. At the same time, in our opinion, parents should support school-children as much as it is possible in everything (Mykhalchuk, & Onufrieva, 2020). Parents should understand that when they treat each child as a formed personality and learn to appreciate it, then personally significant changes in the child's development will be real (Vovk, Emishyants, Zelenko, Drobot, & Onufrieva, 2020).

So, **the purpose** of this article is to describe psychological conditions of the formation of adaptive relationships between parents and children of senior school age.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling and generalization. The empirical method is the empirical research (a confirmatory study).

In order to study psychological conditions of the formation of adaptive relationships between parents and children of senior school age, to create a structural and functional model of such formation, a confirmatory study should be conducted, to identify and study the psychological features of maladaptive relationships between parents and children of senior school age. Therefore, we will characterize socio-demographic characteristics of the families that participated in the empirical research.

Thus, 300 parents of senior school pupils participated in our study at the stage of ascertainment research, of which 150 people were included into the experimental group (parents raising senior school-age children who use alcoholic beverages or psychoactive substances) and 150 people in the control group (parents of senior school pupils who do not use alcoholic beverages and psychoactive substances, but have maladaptive relationships in the family as a result of conflicts, misunderstandings, rejection of each other, etc.) (Table 1).

Table 1

Distribution of parents of senior school pupils according to the experimental and control groups we have identified (in %)

Groups of parents	Men*	Women*	Age 35-40 years old	Age 40-50 years old	Age 50-60 years old	High education	Secondary special education	Secondary education	5-10 years**	10-15 years**	15-25 years**
E1 (n=150 people)	50	50	30	40	30	55	24	21	48	46	6
C1 (n=150 people)	50	50	30	40	30	58	16	26	52	44	4

Legends:

* – sexual characteristics;

** – period of marriage.

According to the data presented in Table 2.1, such a distribution of respondents of the age 35-40 years old (30% in each group), who have a higher education (55% in E1 and 58% in C1) and have been married for 5-10 years (48% in E1 and 52% in C1), as well as within 10-15 years (46% and 44%, respectively). In the most cases, these were families raising two children (70% for the control group, 60% for the experimental group), or one child (respectively, 30% for the control group and 40% for the experimental group).

Regarding professional employment, the following data were obtained: in the control group, all men had full-time professional employment, among mothers, some of them were engaged in household management (37.3%), others (62.7%) had permanent professional activity; in group E1 all parents (male) of senior school pupils who use alcoholic beverages or psychoactive substances had full-time professional employment. Among women one-third did not work anywhere (33.2%), the majority of women were employed full-time (42.1%), others (24.7%) had part-time employment.

When assessing the material level of the family, the parents of the control group more often indicate “the average level” (73.2%); in families where a child who uses alcoholic beverages or psychoactive substances is raised, parents most often rate their income level as average (52.1%) or low one (47.9%). The experimental group was divided into subgroups based on the type of psychoactive substances used by the child. Our research included parents whose children use narcotic substances, as well as parents of senior school pupils who use alcohol and/or tobacco. There were equal numbers of such parents in the experimental group we formed.

150 senior school pupils also participated in the ascertainment study, 75 of whom belonged to the F1 group (those ones who used psychoactive substances, of which 36 children used narcotic substances, and 39 senior school pupils with alcohol or (and) tobacco choices. The age of senior school pupils was from 15 to 18 years old.

Results and their discussion

In order to analyze the psychological microclimate in families, we used the obtained questionnaire data. Table 2 presents the average values by groups, the results of comparing groups using the Mann-Whitney U-test, where the experimental group includes parents who raise high school-aged children who use alcoholic beverages or psychoactive substances), and the control

group includes parents of senior school pupils, who do not use alcoholic beverages and psychoactive substances, but have maladaptive relationships in the family as a result of conflicts, misunderstandings, rejection of each other.

Table 2

Psychological microclimate of families of experimental and control groups (in points, a confirmatory research)

Characteristics of the family that affect the psychological microclimate	A group	Average value	Confidence level according to Student's t-test
Economic conditions	C1	1.87	The difference in results is not significant
	E1	1.76	
Close social environment	C1	2.43	3.34, $\rho < 0.05$
	E1	0.52	
Family relationships	C1	1.97	2.88, $\rho < 0.05$
	E1	0.34	
Conflicts, their frequency	C1	2.42	3.16, $\rho < 0.05$
	E1	0.55	
Family vacation	C1	2.56	3.45, $\rho < 0.05$
	E1	0.40	
Relationships between spouses	C1	1.89	2.76, $\rho < 0.05$
	E1	0.37	

According to the data, parents who raise children who do not use psychoactive substances, as well as those who use them, in most cases rate the total family income as "higher than average". Therefore, according to "the economic status of the family" indicator, there was no statistically significant difference in the results between the parents of senior school pupils of the control and experimental groups. According to other indicators, a statistically significant difference was obtained at the $\rho < 0,01$ level of confidence. The microenvironment of families that are part of the control group is extended, branched (relatives, friends, work colleagues). The members of these families also, as a rule, spend their free time together, mainly active leisure activities (joint

visits to theatres, museums, family trips out of town). Family relationships in these families are rated as friendly ones. At the same time, it is noted that conflicts are quite rare.

Family relationships are evaluated as very positive, which bring only satisfaction and joy. In families where a child who uses psychoactive substances is raised, parents in most cases rate the level of income as mediocre or rather low. The microenvironment of such families is quite limited and compressed (in most cases, it is relatives and close acquaintances). Family members mostly spend their free time at home. Family relationships are most often assessed as equal ones, while it is indicated that conflicts also occur quite rarely. Family relationships are rated as satisfactory ones or as necessary for family support.

Thus, it can be said (with the reliability of $p < 0.01$, $t = 4.34$), that families that raise a child who uses alcoholic beverages or psychoactive substances, and as a result of which this family consists of maladaptive relationships, compared to ordinary families with adaptive family relationships have a lower economic status, their microenvironment is narrowed to relatives and close acquaintances. Family members spend most of their free time at home (even compared to the members of families that we assigned to the control group (parents of senior school pupils who do not use alcoholic beverages and psychoactive substances, but have maladaptive relationships in the family as a result of conflicts, misunderstandings, rejection of each other, etc.)). That is, we can claim that the relationships between the members of the experimental group are less favorable, the frequency conflicts in these families is higher ($t = 4.25$, $p < 0.01$).

Also, reliable differences in the psychological microclimate in families with children who use psychoactive substances and in families where senior school pupils are characterized by a tendency to smoking and/or alcoholism were found. Table 3 presents the average values by groups, the results of the comparison of groups according to the Mann-Whitney U-test, where group E 1.1 is a group of parents who raise children who use psychoactive

substances, and group E.1.2 is parents who raise children who have a tendency to smoking and/or alcoholism (at this stage of the empirical research, the "Family Environment Scale (FES)" was used (Moos B., & Moos R., 2021).

Table 3

Socio-psychological microclimate in families with children who use psychoactive substances, as well as in families in which children with a tendency to smoking and/or alcoholism are raised (in points, a confirmatory research)

Characteristics of the family that affect the socio-psychological microclimate	A Group	Mean value according to Mann-Whitney U-test	Confidence level
Economic condition	E 1.1 E 1.2	0.84 1.75	$p < 0.05$
Close social environment	E 1.1 E 1.2	0.44 0.43	The difference in results is not significant
Family relationships	E 1.1 E 1.2	0.53 0.68	The difference in results is not significant
Conflicts, their frequency	E 1.1 E 1.2	0.51 0.79	The difference in results is not significant
Family vacation	E 1.1 E 1.2	0.38 0.45	The difference in results is not significant
Relationships between spouses	E 1.1 E 1.2	0.34 0.38	The difference in results is not significant

According to the presented data, the atmosphere in families that raise children of senior school age who use psychoactive substances (group E 1.1), as well as in the families that raise children with a tendency to smoking and/or alcoholism (group E 1.2), is equally intense, the frequency of conflicts is also ap-

proximately the same. The microenvironment of such families is quite limited, they accept as the most tangential passive recreation (staying of all family members at home) (results of respondents obtained by us according to the “Family Environment Scale (FES)” (Moos B., & Moos R., 2021), this criterion is significant at the $p < 0.05$ level of confidence).

Thus, the socio-psychological microclimate in families raising children who use psychoactive substances can be characterized as less secure, while the nature of the relationships with the child is explained by the peculiarities of family relations.

As a result of comparing the data of the respondents of groups E1 and C1, obtained by using the “Family Environment Scale (FES)” (Moos B., & Moos R., 2021), the mean values and the results of group comparisons were calculated using the Mann-Whitney U-test, where the experimental group consisted of parents of senior school age children who use alcoholic beverages or psychoactive substances. The control group is consisted of parents of senior school pupils who did not consume alcoholic beverages and psychoactive substances, but had maladaptive relationships in the family as a result of conflicts, misunderstandings, rejection of each other, etc. (data are shown in Table 4).

According to the results presented in Table 2.4, among the features of family functioning, there are significant differences in the indicators of relationships between family members (“Cohesion” ($p < 0.01$), “Expressiveness” ($p < 0.05$), “Conflictual relationships” ($p < 0.01$)); according to indicators of family management as a whole system (“Organization of activities” and “Control over the performance of activities” ($p < 0.01$), as well as according to the scale “Orientation to rest” ($p < 0.05$), “Orientation to achievements” ($p < 0.01$).

Based on the obtained data, it can be asserted that the family members of children raising senior school pupils who use alcoholic beverages or psychoactive substances (group E1) are more disconnected, living according to the principle of “everyone on his/her own”. Children have less freedom in their behavior, ex-

pression of their thoughts and feelings, and such families are characterized by conflictual relationships. In these families the hierarchy of the family organization, the rigidity of family rules and procedures, and the control between family members in relation to each other are more pronounced.

Table 4

Mean values according to the Mann-Whitney U-test according to the indicators of the "Family Environment Scale (FES)" of respondents of the experimental and control groups (in points, a confirmatory research)

Characteristics of the family that affect the socio-psychological microclimate	A Group	Mean value according to Mann-Whitney U-test	Confidence level
Cohesion	C1	6.93	$\rho < 0.01$
	E1	2.12	
Expressiveness	C1	5.48	$\rho < 0.05$
	E1	3.06	
Conflict relationships	C1	3.48	$\rho < 0.01$
	E1	6.94	
Independence	C1	5.95	$\rho < 0.01$
	E1	2.16	
Achievement orientation	C1	6.24	$\rho < 0.01$
	E1	3.03	
Intellectual and cultural orientation	C1	4.90	The difference in results is not significant
	E1	4.45	
Orientation to rest	C1	5.22	$\rho < 0.05$
	E1	3.05	
Moral and ethical aspects	C1	4.95	The difference in results is not significant
	E1	3.34	
Organization of activities	C1	4.99	$\rho < 0.01$
	E1	2.15	
Control over the performance of activities	C1	5.36	$\rho < 0.01$
	E1	2.48	

Reliable differences were revealed using the “Family Environment Scale (FES)” method (Moos B. & Moos R., 2021) for families of groups E 1.1 – a group of parents who raise children who use psychoactive substances and E.1.2 – parents who raise children who have a tendency to smoke tobacco and/or alcoholism. Table 5 presents the mean values and the results of comparing these groups according to the Mann-Whitney U-test.

According to the results of Table 2.5, in groups E 1.1 and E 1.2 there are significant differences on the scales “Expressiveness” ($p < 0.05$), “Organization of activities” ($p < 0.05$) and “Control over the performance of activities” ($p < 0.01$). The differences in the results between two experimental groups that have been diagnosed allow us to characterize families that raise children who use psychoactive substances (compared to families that raise children who have a tendency to smoke and/or drink alcohol) as more cohesive and rigid. In such families, the care of family members for each other is more pronounced, and at the same time, the dependence on each other is to a large extent stronger. The functioning of families with children who use psychoactive substances is generally less organized.

It should be emphasized that members of families with children who use psychoactive substances and families of group E.1.2, who raise children who have a tendency to smoke and/or drink alcohol, have the same opportunities for independence, self-assertion, independence in decision-making. Such families are easily adapted to the needs of each individual family member. Thus, raising children who use any psychoactive substances, as well as in families where children with a tendency to smoking and/or alcoholism are raised, greatly affects the relationships between family members, as well as the characteristics family management.

We believe that adults should create the most positive conditions for the harmonious mental development of the personality of senior school pupils. Parents should understand that the child’s point of view and dignity should be respected, because

this will facilitate the formation of a high or adequate self-esteem of the child. Senior school pupils should definitely be given useful advice, set a positive example, because all this will contribute to the formation of their personal and social maturity.

Table 5

Mean values according to the Mann-Whitney U-criterion according to the "Family Environment Scale" indicators of the respondents of the experimental groups (in points, a confirmatory research)

Characteristics of the family that affect the socio-psychological microclimate	A Group	Mean value according to Mann-Whitney U-test	Confidence level
Cohesion	E 1.1	2.16	The difference in results is not significant
	E 1.2	1.83	
Expressiveness	E 1.1	3.14	$\rho < 0.05$
	E 1.2	5.36	
Conflict relationships	E 1.1	6.83	The difference in results is not significant
	E 1.2	6.14	
Independence	E 1.1	2.41	The difference in results is not significant
	E 1.2	2.15	
Achievement orientation	E 1.1	2.98	The difference in results is not significant
	E 1.2	2.60	
Intellectual and cultural orientation	E 1.1	3.95	The difference in results is not significant
	E 1.2	3.63	
Orientation to rest	E 1.1	2.02	The difference in results is not significant
	E 1.2	3.16	
Moral and ethical aspects	E 1.1	3.19	The difference in results is not significant
	E 1.2	3.40	
Organization of activities	E 1.1	1.73	$\rho < 0.05$
	E 1.2	3.41	
Control over the performance of activities	E 1.1	1.25	$\rho < 0.01$
	E 1.2	3.70	

Also, parents should adequately perceive, evaluate and understand sudden changes in the mood of senior school pupils, hobbies and interests that are strange at first glance. Senior school pupils often behave quite calmly, logically considering the reasons for eccentric behavior, conducting conversations with their children, identifying the causes of this behavior, describing its possible consequences. Regarding the use of the vocabulary outlined by us, it is necessary, if it is possible, to give examples from fiction, showing children, firstly, the meaning of lexical units, as it really is, and, secondly, describing the attitude towards the child on the part of adults as a result of their perception given lexical units (by simulating certain patterns of behavior of adults). In order to achieve productive relationships in family interaction, both parents and children should have a good idea of how to find a way out of the conflict. It should be explained to children that parents, as well as their children, constantly have conflicts, problems that must be resolved, which requires considerable effort from them, often associated with a great risk.

Conclusions

Both parents and children should be patient with each other, kind to each other, love each other in all situations, talk to each other. In this difficult period, the period of children's growing up, everyone in the family has to perceive the people around them in a completely different way, relate to each other and to the surrounding world. The personally meaningful experience acquired by children is useful. The latter greatly helps senior school pupils to overcome conflicts, depression, not to fall into pessimism and take responsibility for their actions, to draw positively labeled conclusions from all events that will help overcome new life problems. Thus, a personally meaningful experience is formed taking into account certain psychological and social conditions that take place in the life space of senior school pupils in different periods of their life and personal development.

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Главінська Еліна. Емпіричне дослідження вивчення психологічних умов формування адаптивних взаємостосунків між батьками та дітьми старшого шкільного віку.

Мета статті: описати психологічні умови формування адаптивних взаємостосунків між батьками та дітьми старшого шкільного віку.

Методи дослідження. Для розв'язання поставлених у статті завдань було використано такі теоретичні методи дослідження: категоріальний метод, структурно-функціональний метод, методи аналізу, систематизації, моделювання, узагальнення. Емпіричним методом було констатувальне дослідження.

Результати дослідження. Ми вважаємо, що дорослим слід створювати найбільшою мірою позитивні умови для гармонійного психічного розвитку особистості старшокласників. Батьки мають розуміти, що потрібно поважати точку зору дитини, її гідність, адже це фасилітуватиме формування високої або адекватної самооцінки дитини. Старшокласникам, безперечно, потрібно обов'язково давати корисні поради, показувати позитивний приклад, адже все це сприятиме становленню їх особистісної та соціальної зрілості.

Висновки. Доведено, що і батьки, і діти повинні виявляти терпіння один до одного, терпляче, по-доброму ставитися один до одного, у будь-яких ситуаціях любити один одного, розмовляти один із одним. У цей складний період, період дитячого дорослішання, кожен у родині має зовсім по-іншому сприймати навколишніх, ставитися один до

одного і до оточуючого світу. Корисним є набутий дітьми особистісно значущий досвід. Останній великою мірою допомагає старшокласникам переборювати конфлікти, депресію, не впадати в песимізм і брати на себе відповідальність за скоєні вчинки, з усіх подій робити позитивно марковані висновки, які допоможуть перебороти нові життєві проблеми. Отже, особистісно значущий досвід формується з огляду на певні психологічні і соціальні умови, які мають місце в життєвому просторі старшокласників у різні періоди їхнього життя та особистісного становлення.

Ключові слова: адаптивні сімейні взаємостосунки, дезадаптивні сімейні взаємостосунки стосунки, конфліктні взаємостосунки, гармонійний психічний розвиток, корисні поради, позитивний приклад, особистісно значущий досвід.

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