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ANALYSIS OF FAMILY INTERACTION DEPENDING ON THE AGE OF MARRIAGE PARTNERS

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Formulation of the Problem. In this article the focus is made on the parental subsystem of the family system, where the marriage subsystem is represented by age indicators, and the sibling subsystem is considered through the prism of marriage partners as parents (adult members of the family system). The phenomenon of parenthood is presented as a correspondence to the family system, according to which the parental subsystem includes: 1) parents as marriage partners - husband and wife; 2) parents as a team; 3) parents as separate individuals - mom and dad - with their parental attitudes, attitudes, relationships with children, etc. Taking into account such a view, parenthood is interpreted as a historically specific system of relationships between spouses, as well as parents and children, and is a subsystem within the family system as a relatively independent entity. *Problem Analysis.* The empirical part presented a comparison of the average values of personal and interpersonal factors of family members in relation to their age differences: the 1st age category consisted of subjects aged 20–30 years old; in the 2nd – 31–40 years old; in the 3rd – 41–50 years; in the 4th – 51–60 years old. *Conclusions.* Trends important for our research were revealed: representatives of the 1st category are characterized by a high degree of closedness, isolation, fixation of interests on the phenomena of their inner world, increased fatigue, irritability, tendency to hypochondria, emotional coldness, etc. Representatives of the 2nd (31–40 years old) and 3rd categories of parents (41–50 years old) demonstrate a lower expressed level of parental protection during the upbringing of a child. They are characterized by an authoritarian parenting style, a strict attitude towards the child, participation in the child's upbringing occurs only when needed or necessary, quite often there is not enough time, energy and attention to the child. Subjects of the 4th category (50–60 years old) have a higher risk of hypochondriacal instructions regarding the child. The "weak point" of such family members is increased insecurity, fear of making a mistake, exaggerated ideas about the child's illness.

Key words: *family interaction, family as a system, parental subsystem, age category of parents, parenting styles.*

Problem statement. Psychological health of the family is always an important topic for psychological diagnostics, psychological counseling and psychological therapy. For a successful and high-quality life and full-fledged functioning of both an individual and the family as a whole, the priority task of modern psychological assistance is the development of a practice-oriented technology of psychological research aimed at actualizing the need to study both individual characterological features and emotional and interpersonal spheres of family members with the subsequent search for potential resources of the family system. It is the social significance of such a psychological problem, the importance of its theoretical and empirical development that determine the choice of the direction of scientific research, where the object of research is the features of the interaction of the family system, and the subject of research is the theoretical and methodological principles and practical methods of researching the family as a system, taking into account such a personal demographic indicator as the age of marriage partners.

The scientific research we have proposed in the complex of theoretical knowledge and applied

developments constitutes a system of full-fledged diagnostics, which provides for a standardized and projective approach to research, and at the same time psychological assistance to the family system, and that is why it is the material that is aimed at solving problems that are important for psychological science and each member of the family system and contributes to solving practical tasks of psychological counseling and psychotherapy of families. We highlight those parental subsystems of the family system, where the marital subsystem is represented by age indicators while the sibling subsystem is investigated through the prism of marital partners as parents (adult members of the family system).

Analyzing scientific approaches to the phenomenon of parenthood, we highlight parenthood as one of the subsystems in the family system, which includes, first of all, adult family members, namely marital partners, that is, husband and wife, as separate individuals in the role of father and mother, with their parental attitudes, attitudes, relationships with children, etc. Secondly, the characteristics of parents are studied, their ability to unite into a team, to work in one direction regarding the

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consistency of upbringing and parental attitude. Thirdly, the characteristics of parents as separate individuals, their socio-psychological orientation are analyzed with an emphasis on patterns of functioning outside the family system. It is taking into account such approaches that we can conclude that historically parenthood has been interpreted as a specific system of relationships between spouses, between parents and children, as well as between extra-family systems. That is, we can summarize that the parental subsystem is one of the three subsystems in the family system, characterized by relative independence and peculiarities of functioning.

Analysis of recent research. The topic of parenthood has been repeatedly addressed and continues to be studied by Ukrainian scientists. In our study, we analyzed the scientific approaches of V. Polishchuk [1] and Y. Savchenko [2], who showed that parenthood is considered as a phenomenon that includes both an emotionally colored component and an assessment and self-assessment of the totality of knowledge and parental competence, as well as ideas and beliefs about oneself as a father, and such parenthood is realized in all manifestations of the behavioral component. This phenomenon includes both spouses who have decided to start a new life. In his visions, I. Kuchmanysh [3] defines parenthood as a socio-cultural phenomenon that means blood kinship between parents and child and is characterized by certain behavioral patterns, a system of stereotypical rules dictated by culture and society, and it is these norms and rules that establish the distribution of functions in raising children in the family. O. Lelyukh-Stepanchuk [4] characterizes parenthood as a complex phenomenon related to all aspects of life, including personal development.

The theoretical basis of our study of fatherhood is the works of I. Bekh [5], M. Boryshevsky [6]. The studies of scientists highlight a number of problems related to various aspects and psychological features of fatherhood; K. Zhurba [7], E. Potapchuk [8], who were interested in the issues of the institution of fatherhood and the essence of the patterns of interaction between parents and children; V. Kravets [9] regarding the preparation of young people for the performance of parental and maternal functions; M. Voloshenko [10], who described certain problems of motherhood, developed concepts of the nature and content of motherhood as a socio-cultural phenomenon, and presented gender aspects of fatherhood.

Isolation of previously unresolved parts of the general problem. In the family, parenthood is largely determined by the microsystem of influence of factors, while the influence of the meso- and macrosystem is weaker. Accordingly, we believe that parenthood in the family is determined by the integrity of the functioning of the marital partnership, their orientation towards the present and future life, commonality or consistency of value orientations, acceptable emotional manifestations, similarity of family and life scenarios, etc. From this we conclude that when creating a psychological support program, as a technology of psychoeducational, psychological advisory and psychotherapeutic work, microsystem factors should be used, which are divided

into external and internal and form the so-called foci or targets:

1) External factors, which involve the analysis of such indicators as the pedagogical potential of the family. It is important to note that this indicator is aimed at studying the value orientations of both adult individuals of the family system, studying their personal attitudes towards marriage and family and parenthood, highlighting their needs and expectations separately as parents and as a parent team, considering the level of parental competence.

Value orientations are both a means of uniting individual individuals into a family and a factor in creating prospects for the further development of both each individual family member and the family as a whole. Value orientations determine the ways of raising a child in the family, the peculiarities of the parents' attitude towards the child and parenthood as such. In accordance with the prevailing values of adult family members, a hierarchy of values is formed in the sibling subsystem. Parents play a significant role in the formation of children's values not only as emotionally close people, but also as representatives of the world of adults with whom the child identifies. That is, the value orientations of adult family members are an important factor for the family system - both at the level of interaction between the married couple and at the level of interaction between parents and children. In addition, value orientations include three components, namely the cognitive component, emotional and behavioral. Thus, the cognitive component of value orientations is based on information fixed by parents, which forms the beliefs of each of them about how best to ensure successful parenting: the priority of any goals and tasks of life, types of behavior, life principles. As for the emotional component of value orientations, this determines the attitude of family members to values, their perception at the personal level. The behavioral component can be both rational and irrational, the main thing in it is the focus on the implementation of value orientations, achieving a significant goal, protecting one or another subjective value. A feature of family values is the interaction of all the listed components, feelings, knowledge, beliefs, and behavioral manifestations.

If we analyze the next important indicator of external factors that has an impact on the formation of parenthood, then these are parental attitudes. This indicator is based on the formed vision of the father or mother regarding their role, reproductive attitude, on cognitive and behavioral components.

The parental expectations involve the recognition of their social role, the appropriate behavior of others, which is consistent with the role of the father or mother. That is, expectations involve the behavior of parents focused on the expectations of others. They also contain three components: cognitive, emotional and behavioral. The cognitive component includes those formed on the basis of previous life and information experience, which are the norms of reproductive behavior of society, as well as fixed individual and collective stereotypes of the distribution of roles between the father and mother. The cognitive component also includes the parents' composite idea of the

ideal image of the child. The emotional aspect of parental expectations means the emotional background that parents experience as a result of the implementation of parental attitudes and expectations. The behavioral component includes actual reproductive behavior in accordance with parental expectations formed on the basis of previous life experience.

Parental competence provides indicators of conscious parenting. The most favorable conditions for the full development of a child at all stages of his life are those when there is positive interaction of parents both among themselves and between other family members, when children have a successful option for imitation. Conscious parenting means a conscious attitude of parents to the processes of upbringing, to the development of the child, taking into account his age changes, to caring for the child at all stages of his life. Under the conditions of parental competence and conscious parenting, the growth and formation of a healthy and mature personality takes place. That is, conscious parenting includes the set of parental qualities, feelings, knowledge and skills in upbringing that contribute to the qualitatively healthy development of children at different stages of their life.

2) Internal factors (individual personality traits: parental emotions and feelings, psychological closeness, parental attitude, parental position, parental responsibility, family upbringing style).

Parental feelings mean an emotionally colored parental attitude towards the child. Parental feelings constitute such a group of feelings as they differ from other emotional experiences and manifestations, they are also characterized by ambivalence and contradiction. That is, parental feelings are quite dependent on the situations that arise when parents can have both positive and negative feelings, such as joy, love, admiration, irritation, anger, guilt, fear, etc.

Describing the characteristics of psychological closeness, we want to note that in its structure such components are distinguished as integral acceptance of the child, or vice versa, neglect of the child, dissatisfaction with his basic needs; symbiosis with the child or interpersonal distance; form of liberal attitude or direction of control over the child; highlighting socially desirable behavior or constant accusation and restriction of its behavioral manifestations.

The type of parental attitude also includes three components. So, the cognitive component means an idea of different ways and forms of interaction with the child, knowledge about the purpose of its upbringing and development. The emotional component involves the assessment and experience of different types of parental attitude, as well as the emotional coloring of manifestations of parental attitude in behavioral patterns. The behavioral component provides the features of contact with the child, what forms of control parents choose, what types of parental upbringing, ways of relationships.

The parental position is based on the conscious or unconscious parental assessment of the child, which is expressed in certain ways and norms of interaction. This means the psychological and educational orientation of the

mother and father with their adequate perception and attitude towards the closest to objective assessment of the psychological and characterological characteristics of the child, building educational influence on the basis of such an assessment. The parental position includes such a characteristic as flexibility, that is, the ability to change methods and forms of interaction with the child in accordance with his age characteristics and specific situations. Also important is the indicator of predictability, that is, the ability of parents to predict the further development of the child's life, to build interaction with him in accordance with such a forecast.

An important component of the phenomenon of parenthood is parental responsibility, which belongs to complex concepts in psychology. Having a dual nature, parental responsibility encompasses both the desire of parents to be recognized in society and the desire to remain important in the life and upbringing of children. The cognitive component of parental responsibility is based on ideas and stereotypes regarding the concept of responsible or irresponsible parenting, and includes the behavior of parents in accepting responsibility for the distribution of roles between mother and father. The emotional component, of course, appears in the emotional coloring of the process of redistribution of responsibilities in the family and during the emotional assessment of oneself as a father or mother from the point of view of responsibility.

A peculiar combination of the abovementioned structural components is the style of family upbringing. This component includes the value orientations of adult family members, their parental attitudes, expectations, feelings, positions, types of parental attitude, and levels of parental responsibility. The cognitive component of the family upbringing style includes general ideas about possible ways of interacting with a child, including communication styles and upbringing styles. The emotional component of the family upbringing style includes feelings that arise in parents regarding the distribution of responsibility for raising a child, emotional feelings towards each other, and the use of methods of emotional manifestations when communicating with a child. The behavioral component involves the use of skills, abilities for raising and teaching a child, caring for him, successful material provision, the ability to build harmonious relationships in marriage, and form a style of family upbringing. That is, we can generalize that the style of parental behavior determines the direction of the child's development, the formation of his personality, and contributes to the implementation of positive social skills and social courage.

The subject of the study and its focus determined the purpose of the study - to analyze the features of family interaction depending on the age of marriage partners - and determined the use of a complex of empirical methods in their relationship.

Research methodology. In accordance with the approach adopted in psychological science, the following methods of psychological analysis were used: observation (including inclusion), methods of studying the social situation (questionnaire, conversation with elements of active and passive listening), products of activity, etc.,

psychodiagnostic and projective methods, quantitative and qualitative methods of statistical data processing.

The statistical methods included: the method of comparing means (Compare Means), the nonparametric criterion of differences for independent samples Mann-Whitney (Mann-Whitney Test), the nonparametric criterion of differences for directed (ordered) alternatives Jonckheere-Terpstra (Jonckheere-Terpstra Test), the nonparametric criterion of differences for undirected (unordered) alternatives Kruskal-Wallis (Kruskal-Wallis Test), the binomial criterion (Binomial Test), the methods of factor and cluster analysis with the following qualitative interpretation and meaningful generalization. Statistical analysis of data was carried out using the SPSS 19.0 statistical software package.

At the initial stage, one of the main methods is psychological questionnaires (questions about biographical data, age, assessment of the characteristics of family relationships, family composition, etc.).

Observation was aimed at helping to generalize the vision of the manifestations of the human psyche in the conditions of its natural activity in the presence of members of the nuclear system. Observation of parents is carried out according to several parameters, which take into account: the desire (lack of desire) to establish adequate contacts with other persons, family members; features of the form and nature of interaction with other persons; stereotypes of communicative behavior with the closest people; features of the use of paralinguistic means of communication (facial expressions, gestures, postures); features of the use of various communication patterns; choice of the preferred form of contact (verbal, tactile, visual, mediated, i.e. through someone). Attention is focused on personal reactions, tones of speech, voice vibrations (tremors), and other features that are significant in everyday communication are noted.

When collecting information about the family context, the main diagnostic method remains a conversation, an important element and topic of which is the definition of the family situation. The main thing in a conversation is to establish contact. When using the method, attention is paid to the attitude of adult family members to the family situation; their role in the circumstances is determined; important information about the level of development of the subjects, their interests, abilities, character traits, and behavior is found out; how they perceive family relationships individually is analyzed; comprehensive information is collected about the attitude of the subjects to their microsocial environment. It is important to note that the conversation has not only diagnostic value, but also involves psychological counseling and has a therapeutic effect through questions and special tasks. It is also impossible to bypass the issue of the educational role regarding gaps in knowledge about parenting styles and types of parental attitudes when conducting such a psychodiagnostic method as a conversation.

Psychological study of families requires sufficient involvement of diagnostic techniques within the framework of a particular method. Taking this into account, as well as the connection with the diagnostic tasks

of the study, both standardized and non-standardized methods were used. To obtain objective results in the study of family problems, we selected methods that correspond to the studied parameters, tasks, principles, diagnostic functions, as well as the principles of validity and reliability. The study and analysis of family interaction, basic psychological characteristics, as well as personal characteristics of behavioral manifestations of parents is carried out through the use of special methods of personality diagnostics: questionnaires and projective methods.

To study the type of parental attitude, we used the "Parental Attitude Questionnaire" (A. Varga, V. Stolin), focused on identifying parental attitude as a system of various feelings towards the child, behavioral stereotypes, features of communication with it, features of perception and understanding of the nature of the child's personality, its actions. The diagnostic material includes five scales: acceptance - rejection of the child; cooperation; symbiosis; control; attitude to the child's failures. In accordance with the assessment of each of the scales, the features of the parental attitude towards the child are determined.

To study the features of interaction between parents and children, family upbringing styles, and identify their psychological causes, the "Analysis of Family Relationships" method by E. Eidemiller and V. Yustickis was used. This questionnaire allows us to determine how parents raise a child in the family. The questionnaire includes the following scales: level of protection in the upbringing process (scales G+ and G-); degree of satisfaction of the child's needs (scales U+ and U-); the number and quality of demands on the child in the family (scales T+, T- and C+, C-); the severity of sanctions (punishments) for violation of the child's demands (scales C+ and C-); instability of the parenting style (scale I); expansion of the sphere of parental feelings (scale EPF); giving preference to children's qualities (scale PCQ); parental insecurity of the father (scale PI); phobia of losing the child (scale PL); underdevelopment of parental feelings (scale UPF); projection of one's own undesirable qualities onto the child (scale PUQ); bringing the conflict between spouses into the sphere of parenting (scale BC); shift in parents' attitudes towards the child depending on his (the child's) gender (scale of preference for masculine qualities - PMQ and scale of preference for feminine qualities - PFQ).

The scales of the DIA questionnaire are designed to diagnose types of inharmonious upbringing. Among the types of inharmonious upbringing, the following can be distinguished: 1) permissive hyperprotection; 2) dominant hyperprotection; 3) increased moral responsibility; 4) emotional rejection; 5) harsh attitude towards the child; 6) hypoprotection. Taking into account the systematization proposed by the author of the methodology, the result of its application is the definition of one of the models of improper upbringing: hypoprotection - indifference of family members to the interests and hobbies of the child, while a decent financial situation is ensured; dominant protection - excessive care and control over the child; permissive hyperprotection - excessive satisfaction of the

child's desires, releasing him from responsibilities; permissive hypoprotection - insufficient parental control at home is combined with permissiveness outside of it. Psychological causes of violations in upbringing E. Eidemiller names: phobia of losing a child, contradictions between parents regarding the educational position towards the child, uncertainty about the correctness of the choice of educational strategy, transfer of one's own negative qualities to the child, etc.

To study the features of intra-family interaction, we used the projective method "Family Drawing". Historically, the use of this method is associated with the general development of projective psychology. The method was used, described, modified and improved by R. Burns, S. Kaufman, O. Zakharov, K. Mahover, V. Stolin, etc. The purpose of using this method is to identify the features of intra-family relationships. The subject is offered a blank sheet of paper, colored pencils and an eraser, and is instructed to draw his family. The time for completing the task is unlimited, but most often it does not exceed 35 minutes. During the task, the following sequence of drawing details is recorded in the protocol: pauses of more than 15 seconds; erasing details; spontaneous comments; emotional reactions and their connection with the depicted content. After completing the task, one should strive to obtain a maximum of additional information verbally. The following questions are usually asked: who is drawn here? Where are they? What are they doing? Are they having fun or not? Why? Which of the people drawn is the happiest? Why? The interpretation we used is based on the works of O. Zakharov, P. Burns, S. Kaufman, K. Machover, and others. The interpretation is divided into three parts: analysis of the structure of the drawing, features of the graphic presentation of family members, and the drawing process. Analysis of the structure of the drawing - the presence of all family members or the absence of one or all people unrelated to the family, the complete absence of people, etc. Analysis of the features of the graphic presentation of family members provides information about the emotional attitude of the subject to individual family members. Attention is paid to the number of details on individual family members, decoration, use of colors. The size of the figures, emotions, poses, etc. are also important. When analyzing the drawing process, it is worth paying attention to the sequence of drawing family members, details, erasure, returning to already drawn objects, pauses, spontaneous comments.

The study of the dynamics of personal characteristics of family members according to age differentiation was carried out on the basis of the Psychological Advisory Center and the Psychodiagnostic Laboratory at the Department of Practical Psychology and Psychodiagnostics, Faculty of Psychology of the Lesya Ukrainka Volyn National University. The sample consisted of 464 family members aged 20 to 60 years, among them women - 60%, men - 40%. All parents sought psychological help. The reasons for the main complaints: 1) they cannot cope with the child on their own, do not understand how to communicate with him correctly, are

unpleasantly impressed by his behavior, reactions, etc.; 2) they experience negative emotional states regarding the child's behavior, which requires a lot of time and effort; 3) they are directed by psychologists and teachers of preschool and school institutions.

The next step in our analysis was to compare the average calculated values of both, personal and interpersonal factors of family members, with relation to their age differences: the 1st age category consisted of subjects of ages 20 to 30 years old; the 2nd consisted of 31 to 40-year-olds; the 3rd consisted of 41- to 50-year-olds; the 4th consisted of 51- to 60-year-olds. This made it possible to identify trends which were essential for our study.

We will leave out of consideration for detailed analysis those differences in the average values of personal and interpersonal factors of the subjects that are not statistically significant. Also, if we were to take into account the results we obtained (average values of factor estimate, presented in standard deviation units), it would be correct to use the results of studying significant deviation in the level of expression of personal and interpersonal factors of the subjects to generalize the data.

Presentation of the main material of the study with a full justification of the obtained scientific results. Significant variety in the level of expression of personal factors in subjects of different ages were found in relation to "constructive educational protection" (factor 3) ($p < 0.001$), "introverted-pedantic personal disposition" (factor 9) ($p < 0.001$) and "postural educational disposition" (factor 2) ($p < 0.05$). Also, the statistical significance of the factor "dominant-aggressive personal disposition" (factor 7) ($p = 0.06$) turned out to be of quite a close level to the zone of significant indicators.

Taking into account all the summarized data, we can state that the age dynamics of changes in the average values of the personal factors of the subjects, which turned out to be statistically significant, has a different character, both linear and nonlinear. Let us analyze these patterns in order of decreasing level of their reliability.

It became obvious that "constructive educational protection" reaches the highest average values in the 4th age category of the subjects studied (51 to 60 years-olds), receiving a peak of the lowest average values in the subjects of the 3rd age category (41 to 50 years-olds). Let us proceed to the substantive interpretation of these patterns.

As evidenced by the data, the 4th age category of family members (51 to 60 years old), compared to representatives of other age categories, especially the 3rd (41 to 50 years old) (the lowest average values of the factor), demonstrate a pronounced level of parental protection during the upbringing of the child. Parental protection means that adult family members demonstrate a positive attitude towards children; they strive to take an active part in the educational process, are quite interested in it; in accordance with such educational manifestations, these parents devote enough time, energy and attention to their children. Parental characteristics include such as accepting the child as he is, respecting and recognizing his

individuality, approving his interests, supporting his plans. Parents of the older age category spend a lot of time with their children, which is necessary and important for the child, providing him with acceptance, love, and security.

In the studied 4th age category (51- to 60-year-old), unlike representatives of other age categories, especially the 3rd (41- to 50-year-old), the desire for cooperation with the child is significantly more often manifested. It is these parents who are more capable of encouraging the child to be independent and proactive. Parents choose a democratic style of upbringing, strive to be with the child on an equal footing, minimizing the psychological distance between themselves and the child, in order to be closer to the child, reasonably satisfy its basic needs, in accordance with age and developmental characteristics, look for constructive ways to protect the child from troubles, etc.

If we analyze the 4th category of the study from the other side, the results of the study show that, unlike others, it is the representatives of the parents of this age category who have a higher risk of hypochondriac attitudes towards the child. The so-called "weak point" of such adult family members is increased educational uncertainty, fear of making mistakes in the educational process, exaggerated ideas about the child's illness, where the fear of losing the child is predominant. That is, we can distinguish that parent of the 4th age category, compared to others, on the one hand are more oriented towards a constructive responsible parental attitude not only to their duties as parents, but also to the child itself, its needs, interests, hobbies, etc., and on the other hand, have constant doubts and anxieties about raising a child and its life situation.

The nonlinear nature of the age dynamics of this personal factor requires a thorough analysis of its causes. It is obvious that the subjects of the 4th category have the following positive aspects: social, mostly material stability (this allows them to raise a child with greater optimism, in a positive environment, because they have already succeeded professionally); for late parents, this is a new chance to realize themselves in this capacity, and they treat it responsibly, psychologically ready (the maturation of the psyche to the role of "father" is already more complete than during early parenthood); one of the parents can enlist the support of a psychologically mature partner; before the birth of a late baby, parents usually master the art of mutual understanding through the development of their marriage, and for the newly created one, they use the experience of interacting with other people, which gives more successful results, in contrast to the inexperience of relationships in early marriages and parenthood (the baby has the opportunity to grow up in an environment of mutual understanding; with proper upbringing, parents will be able to pass on their experience of communication to the child); Late parenthood is also characterized by significantly more time spent on the long-awaited baby.

However, there are also negative characteristics of late parenthood: with an increased risk of pregnancy complications and the child's health, there may be pronounced anxiety about the baby's condition and excessive care for him; late parents are prone to criticism

of their behavior as parents, which may cause them to feel some insecurity (if this is the first child, the state of anxiety is more characteristic of mothers, but parents can compensate for this with their confidence); for very late parents, involving the child in outdoor games becomes problematic; the less saturated sexual life of parents can become a source of irritation in the family; due to the feeling of limited time in life (especially for very late parents) and in the situation of an only child in the family, excessive demands are made on the child, the desire for inflated achievements from him; a probable negative opinion of the environment regarding late parenthood. But for the most part, late parents are able to neutralize these negative aspects if they can anticipate them and adequately deal with them.

As for the factor of "introverted-pedantic personal disposition", here we keep the track of a pronounced linear nature of age dynamics. The peak, with highest average values of the factor, is reached at the 1st age category of the studied subjects (20- to 30-year-old), gradually reaching the level of the lowest average values in the 4th age category of the studied subjects (51- to 60-year-old). Let us proceed to the semantic interpretation of the revealed patterns.

If we were to take into account the strict linear nature of the age dynamics of this personal factor, we can assume that the change in its semantic characteristics with age is subject to the logic of human age development and is mostly a natural process, rather than a socially determined one. However, the clarification of this hypothesis requires a larger base of empirical facts and research, which is not the direct subject of our study.

If we take into account the essential characteristics that give the true meaning of this factor identity, we can find that representatives of the 1st category of the studied subjects (20 to 30 years-old) show a high level of conservative pedantry based on a personal introverted orientation. The youngest parents of our sample group demonstrate a love of order, conservatism, which quite often demonstrates non-recognition of what has not yet been accepted by others. However, they are characterized by high energy, they carefully approach the fulfillment of parental duties, and demonstrate such personal patterns of behavior as neatness, efficiency, care, reliability, punctuality, and attention to their health. Their dominant characteristics are discipline, modesty, compliance, thoroughness, friendliness, and positivity in accepting others. At the same time, to a greater extent than representatives of other age categories of family members, they are characterized by such personal characteristics as isolation, they are prone to isolation, quite often there is a fixation of interests on the phenomena of their inner world, they describe their condition as one characterized by increased fatigue, sometimes they show causeless irritability, and a tendency to hypochondria. Also, parents of this age category show low empathy, emotional coldness, dispassion. At the same time, they are serious, unfussy, have stable interests, constant activities and hobbies, etc.

Let us analyze the probable reasons for such a strict linear nature of the age dynamics of this personality factor.

It is obvious that young parents are characterized by an intrapersonal conflict, since on the one hand they have a desire to achieve a sufficient professional level and maintain an important professional status for them. On the other hand, they simultaneously want to be good parents, since society attaches great importance to childhood and parenthood. These fundamentally inconsistent requirements make modern parenthood more difficult than ever before. The essence of the situation is not that public demands, family forms and the number of children has changed, but that today they are multidirectional and mosaic. The source of the main social requirement is to build one's own conscious position and be ready to defend it. The solution to the problem is described in the works of A. Bandura [11] and involves building a new (parental) identity, "parental self-efficacy", which means a person's assessment of their abilities and capabilities. Actually, self-efficacy determines whether a person will take on the solution of the problems posed and will be persistent in this.

Further analysis of empirical data showed that the change in the average values of the "postural educational disposition" (factor 2) is conditionally linear in nature, since the highest level of its average values is observed in the 1st age category of the studied subjects (20 to 30 year old), and the peak of the lowest average values is in the 4th (51 to 60 year old), and at the level of the two intermediate 2nd–3rd age categories of the studied subjects (31 to 40 and 41 to 50 year old) – a change in the average values of the factor that does not correspond to the general age trend.

Let us proceed to the substantive interpretation of the revealed patterns. If we take into account the substantive characteristics, it is obvious that representatives of the 1st age category of the studied subjects (20 to 30 years-old) demonstrate a personal orientation to the implementation of the strategy of postural protection in the sphere of raising a child. This, in turn, is due, first of all, to such a characteristic of family interaction as the expansion of the sphere of parental feelings. That is, parents of this age category are more prone than others to such educational influences in the family that affirm and promote the cult of the child. Parents want and expect the child to become something more than just a child for them and to be able to satisfy the need for mutual exclusive attachment. With such parental interaction and parental attitude, there is a risk of creating a situation of increased postural or dominant protection.

Also, those studied parents of the younger age are more likely to strive for such a relationship with the child, where the maximum satisfaction of any needs of the child is reached without criticism. Thus, parents do a lot to satisfy both the material and everyday needs of the child, as well as his spiritual needs, paying great attention and time to emotional contact, communication, while showing love and care. Parents do not use any forms of punishment of the child at all, or do it very little. Having doubts about the effectiveness of any punishments, young parents in the educational process mostly prefer various forms of encouragement and stimulation of the child.

In general, we can say that representatives of the 1st age category of parents, compared to parents of the 2nd–

4th categories, to a greater extent choose a permissive strategy of raising a child. At the same time, using elements of increased protection. It has been determined that quite often the "educational" pattern of the youngest parental group involves the upbringing of the child's qualities of uncritical permissiveness and accessibility of the object of desires and needs.

Let us analyze the probable reasons for the revealed pattern. The lack of formation of the personality of the father or mother (or both) is manifested in the inability to organize their life, and therefore the life of the child; fear due to lack of experience, which not all parents are aware of, leads to the inability to create conditions for the formation of a mentally and physically healthy personality of the child. Love alone is not enough, so we can note that it is important to competently respond to the actions and deeds of the child in order to timely and effectively correct them, ensuring the adequate formation of its semantic sphere.

In the absence of clear instructions and the need to make independent decisions, young parents turn to expert opinion. There is an increase in the importance of theoretical (or expert) knowledge, which is an important characteristic of the state of society (informational or post-industrial). The decision to have a child, psychological preparation for parenthood as such, requires systematic targeted assistance and qualified support. Parents are faced with a great choice, from which an important task is to highlight and focus not only on a separate theory of upbringing, but to find exactly such a system of instructions that applies to all aspects of the child's life, starting from birth. Such a vision of parenthood in society against the background of a decrease in family stability and the birth rate can be described as psychologically quite understandable: the adoption of such forms of behavior in parenthood removes the internal obligation to make one's own decisions. It is psychologically easier for parents to follow clear scientific prescriptions and explanations, since this sets clear guidelines and to some extent provides a sense of security, which is realized through systematic appeal to the expert community, in particular for psychological and pedagogical assistance.

However, the presence of a "scientific" theory of upbringing does not completely eliminate stress and responsibility. Thus, in his works, D. Wall [12] describes that parents who practice intensive parenting, at the same time feel and experience significant psychological pressure from society. It is these parents, oriented towards society, who are in a state of stress, and the author associates such feelings with conflicts and contradictions between "child-centeredness" and a general orientation towards self-realization, towards the pursuit of social success and career achievements. S. Hayes [13] interprets the same idea in the book "Cultural Contradictions of Motherhood". The author analyzed and described the contradictions of parenting: the pressure of society, which requires to remain devoted to the child and at the same time participate in work. The new popular form of intensive parenting has found itself in a contradictory situation, in which parents feel both guilt and stress about raising a child and self-realization. In addition, parents prefer

independence and individuality, which leads to the collapse of traditional roles and forms of group behavior. Models that were previously provided directly and clearly from generation to generation are being lost. It is this loss that prompts parents to turn to expert opinion.

Conclusions and prospects for further research.

Summing up the analysis of the comparison of the average values of personal and interpersonal factors of family members in relation to their age differences, gave us the basis to draw the following conclusions:

- significant differences in the level of expression of personal factors in subjects of different ages were revealed regarding “constructive educational protection”, “introverted-pedantic personal disposition” and “postural educational disposition”;

- a level of statistical significance close to the zone of significant indicators was established for the factor “dominant-aggressive personal disposition”;

- a high level of conservative pedantry was studied in representatives of the 1st category, which included subjects aged 20 to 30 years, which is based on such a personal basis as introverted orientation. It is these subjects who demonstrate a high level of energy and neatness. In addition, they are characterized by such personal characteristics as reliability and punctuality. We would like to highlight that representatives of the 1st category are most attentive to their health;

- it is substantiated that representatives of the 1st category are also characterized by other indicators, which include such as a high degree of isolation, isolation from others, fixation of interests on the phenomena of their inner world. The subjects of this category are characterized by increased fatigue and irritability. In addition, 20 to 30-year-old respondents are prone to hypochondria, quite often show emotional coldness, etc.;

- it is noted that in the process of comparing all 4 categories, it is representatives of the 1st age category of parents, compared to parents of the 2nd–4th categories, who more often choose a permissive strategy in the educational process and in interaction with children. Quite often, these parents use elements of increased protection. We would like to emphasize that such an “educational” pattern of the youngest parental group stimulates the development of uncritical permissiveness in the child and the desire for easy and quick accessibility to both the object of desires and the object of satisfaction of needs;

- it is demonstrated that representatives of the 2nd age category, which included the studied 31 to 40-year-old, as well as representatives of the 3rd category of parents (41- to 50-year-old), showcase a lower level of parental protection while raising a child. We can generalize that parents whose age range is from 31 to 50 years are characterized mainly by an authoritarian style of upbringing, a strict attitude towards the child. In addition, there is a tendency for these parents to participate in raising a child only in cases of need or in complicated situations of necessity. Explanations for such an educational situation sound like quite often there is not enough time, energy and attention for the child;

- it is determined that the subjects of the 4th category (50 to 60 years-old), unlike others, have a higher risk of hypochondriac attitudes towards the child. The “weak point” of such family members is increased levels of insecurity, fear of making a mistake, exaggerated ideas about the child’s illness;

- it is emphasized that parents of the 4th age category, compared to other categories of parents, are more oriented towards constructive options for parent-child interaction and are responsible not only for fulfilling their parental duties, but also respectfully accept the child’s personality, listen to their needs, take their interests into account, be interested in their hobbies, etc.

The conducted research makes it possible to highlight and generalize the features of family interaction of adult family members at the level of the parental subsystem. However, the issues of forming conscious parenthood and the issue of a culture of parental responsibility at the level of the mother and father separately, etc., require further research. It is the search for answers to these questions that will be the subject of our further work on developing a program of psychological support for parenthood.

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АНАЛІЗ СІМЕЙНОЇ ВЗАЄМОДІЇ В ЗАЛЕЖНОСТІ ВІД ВІКУ ШЛЮБНИХ ПАРТНЕРІВ

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Постановка проблеми. У статті акцент робиться на батьківську підсистему сімейної системи, де ця підсистема представлена показниками віку, а сиблінгова підсистема розглядається через призму шлюбних партнерів як батьків (дорослих членів сімейної системи). Представлено феномен батьківства, як одну із підсистем сімейної системи. Виділено, що до батьківської підсистеми входять такі основні для вивчення складові, як: 1) батьки як шлюбні партнери – чоловік і дружина; 2) батьки як команда; 3) батьки як окремі особистості – мама й тато – з їхніми батьківськими установками, ставленнями, взаєминами з дітьми тощо. Виділено та протрактовано саме поняття батьківства як історично конкретну систему взаємин між подружжям, а також батьками та дітьми, яка і є підсистемою в системі сім'ї як відносно самостійне утворення. Аналіз проблеми. Емпірична частина представила порівняння середніх значень особистісних та міжособистісних чинників членів сімей щодо їх вікових відмінностей: 1-шу вікову категорію становили досліджувані віком 20–30 років; у 2-гу – 31–40 років; у 3-тю – 41–50 років; у 4-ту – 51–60 років. Висновки. Виявлено важливі для нашого дослідження тенденції: батькам, які зазначаються як представники 1-ї категорії притаманні такі основні показники: високий рівень замкнутості, відгородженості, фіксація інтересів на явищах свого внутрішнього світу, підвищена втомлюваність, дратівливість, схильність до іпохондрії, емоційна холодність тощо. Встановлено, що батькам, які склали представників 2-ї (31-40 років) та 3-ї категорій (41–50 років) притаманні такі показники, як ось: нижчий виражений рівень батьківської протекції під час виховання дитини, авторитарний стиль виховання, суворе ставлення до дитини, участь у її вихованні відбувається лише за потреби чи необхідності, досить часто не вистачає часу, сил й уваги на дитину. Доведено, що для батьків, представників 4-ї категорії (50-60 років) притаманні такі показники, як ось: вищий ризик прояви іпохондричних настанов щодо дитини, підвищена невпевненість, страх помилитися, перебільшені уявлення про хворобливість дитини.

Ключові слова: сімейна взаємодія, сім'я як система, батьківська підсистема, вікова категорія батьків, стиль виховання

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