

Family Resources of Personality Development: Notional Invariants

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Abstract: The study discusses the features of personal resources found in a parent-child relationship by parents. Researcher notes that the resources of parents personal development are formed and transformed at all stages of parenthood. Parenting in the present study is considered as a holistic phenomenon in which the position of motherhood and fatherhood is integrated. It is noted that the defective development of the personal resources of the parents may occur in families with children with mental deviations in development and in families with mentally and physically high-grade children. Researchers emphasize that the understanding of the nature and structure of resources of parenthood, the mechanism of their production and updating use and replenishment will help to build an effective strategy for the development of resource capabilities of persons performing the parental role in the family. To study, the phenomenology of personal development resources of parents the method of experimental psychosemantics was used. The method of “personal semantic differential” was constructed on the basis of semantic differential of Charles Osgood-Petrenko. As the invariants of personal development resources were allocated: parental love, personal achievement, safety and the expectation of the future. The study compares the evaluation of personal development resources of fathers and mothers, parents in complete and incomplete families, small families and large families, parents in rural and urban families, high and low successful parents, parents with pedagogical and technical education. Researchers conclude that different types of parents have unequal expression of the elements that make up the resource invariants.

Key words: Family, parenting, parent-child relationships, life values, personal development resources, parental love resources, security resources, future expectations of parents, personal achievements

INTRODUCTION

The urgency of this problem is due to the fact that the difficulties faced by parents affect the quality of their relationship to the child on the adequacy of the choice of the educational style of interaction, on their willingness to have more children and the desire to preserve the family. It is obvious that the promotion of the organization of psychological parents in updating and more efficient use of resources supplied by the family of personal development requires a fully understanding of their psychological nature and structure (Kotova and Avetyan, 2013).

The family as a space realization of child-parent relationship is a complex form of energy-containing resources of personal development of both children and parents. As the resources of personal development of the child is usually considered a family climate, family traditions and experience of interaction, positive attitude

of parents (recognition, acceptance, empathy, love, forgiveness), respectful relationships between parents and their responsible attitude to the family. It is based on data generated resource space of parent-child relationships influences the development of children in the structure of values in life, the production of vital interests, priorities and styles of interaction with the environment and social reality (Tkachenko, 2009).

Parenting is now seen as a holistic phenomenon in which the position of motherhood and fatherhood is integrated. In many ways, this understanding is based on the commonality of expressions peculiar to parents. These include: concentration on the child, the establishment of optimal emotional contact while implementing equal parental position, the perception of the child as a dependent and non-self of the subject (Ermihina, 2003).

Parenthood is a phenomenon integral psychological formation of personality which includes a set of value orientations of parental attitudes and expectations,

parental feelings, attitudes and positions, parental responsibility and parenting style, the realization of spiritual unity with his or foster children. Thus, this phenomenon is capable, under certain condition to act as a resource of personal development of all family members including parents.

However, the features of personal resources found in the parent-child relationship parents have rarely been the subject of scientific reflection. Perhaps, this is due to the fact that much of the information that comes from children to parents, usually remains not perceived. It seems legitimate to conclude that the study of the child as an active "architect" of family relations and resource development of the personality of the parents is a fairly new trend in psychology (Andreeva, 2000).

The resources of personal development of parents are formed and transformed at all stages of parenthood. Psychologists suggest that the family meets the needs of the individual in psychophysiological comfort in personal safety and maintaining personal boundaries in emotional and psychological intimacy with others in communication and interaction in introducing a matrimonial mentality in the preservation and transmission of family life from generation to generation (Sorokin, 2006).

For understanding, the problems of parental personal resources the study of families with children with mental development is of great interest. In families where there are children with moderate delay of mental disorder, there is a variety of functional disturbances of mental status: psychotic, neurotic states, neuroses, asthenoneurotic manifestations.

The presence in the family of a mentally retarded child leads to various distortions of child-parent relationship. The first report of a mentally retarded child causes acute emotional distress at mothers (shock, confusion, helplessness, fear), a sense of worthlessness. Birth of the "defective" child undermines maternal expectations and fantasies of the perfect ideal baby. Therefore, they experience negative emotions associated with the performance of the parental role (frustration, fear).

However, defective development of the personal resources of the parents may occur in families with mentally and physically high-grade children. The research has shown that even the actualization of a negative image in the minds of the parents of the child increases the intensity of their communication, emotional closeness and emotional disconnection (Nedbaeva, 2013).

The lack of proper understanding of the nature and structure of resources of parenthood, the mechanism of their production and updating, use and replenishment can not build an effective strategy for the development of resource capabilities of the persons performing parental roles in families (Tkachenko, 2014).

The lack of empirical data on the use of resources of parents personal development embodied in the family was the prerequisite for a study on the subject.

MATERIALS AND METHODS

At the initial stage of identifying the content of the phenomenological space of personal development resources parents there was a survey and the results of it revealed that the resource issues were among the few to recognize and difficult to verbalize.

The most frequent source of personal development of parents is called parental love. High frequency of naming of this factor suggests its semantic significance. The complexity of the phenomenon of parental love as a resource for personal development of parents forced us to implement meaningful concretization of its understanding.

Besides parental love, there respondents named other sources of personal development of parents: the necessity to care for a family, ambition interest in life, a new desire, the desire for self-affirmation, faith in the future need to protect from everyday life, the thirst of expression, the desire to control their own lives, fear of loss of self, the desire to overcome yourself, desire to meet the expectations of close protection against unknown and others. In general was allocated 35 most common names denoting phenomena underlying personality development.

To explore the phenomenology of personal development resources of parents further was used the method of experimental psychosemantics. The method of "personal semantic differential" was constructed on the basis of semantic differential Charles Osgood-Petrenko (Petrenko, 1997).

As the invariants of personal development resources were allocated: parental love, personal achievement, safety and the expectation of the future. They underlie the involved parental family resources. The application of cluster analysis allowed to confirm semantic proximity parent positions in the use of personal development resources.

In the structure of personal development resources were highlighted the four most powerful invariants: parental love, personal achievement, safety and the expectation of the future. The named invariant structures attract the enlisted family resources personality development. However, they are not monolithic and comprise separate components having different demand.

The resources of parental love generated in the family are connected to the greatest extent with parents' emotional warmth towards the child with a concern for the future of the family and the child, the parents finding

themselves in a child with reflection in it of their success with the implementation through their life plans and expectations which are enclosed in the experience of ownership interests of the child as well as the belief in the bright future of the child in the attainment of the expected welfare and the required level of safety. Personal achievement as a factor in the development of personal resources of the parents in the family combines the stimulating effect of motivation to achieve their fullest potential for success and avoid failure in life.

The safety resources, concentrated in the family and involved by parents due to the stimulating pressure on them to lag behind the fear of life with their inherent desire to fully manage their own lives and to perform actions on the future safety net. Educational resources expectations of future are enclosed in the experience of faith in a better future in active anticipation of something new. The results of this phase of the experiment show the semantic similarity of the positions of fathers and mothers and suggests a single resource inherent in the phenomenon of parenting in general.

RESULTS AND DISCUSSION

Building a resource profile of personal growth of fathers and mothers (Fig. 1) shows that in general, the family resources for this category of persons are important and prevalent in their majority, over other resources.

Mothers are more likely than fathers tend to conversion to family resources: they are sources of personal growth is largely concentrated in the parent (or parent) love. Fathers also demonstrate the presence of the propensity to access the resources stored within itself: for them is a significant resource commitment to reproduce itself in the child and get the social recognition of their merits. Thus, for fathers the most popular are the resources of personal achievements.

For parents of intact families are the most important: ensuring the life and safety of children (5.34), emotional warmth of family and child (5.24), ownership interests of the child (5.14) and a reflection of its success in the child (4.33). Least resource for them are the following: protection against unknown (3.66), the fear of loss of self (3.67) and protection from everyday life (3.69).

In general, parents of single-parent families as a positive resource (scored more than 4 points) are considered two of the identified incentives to parents from intact families such incentives-12 (Fig. 2).

Thus, parents of intact families are more open to the perception and utilization of personal development than parents of single-parent families. Their arsenal of personal

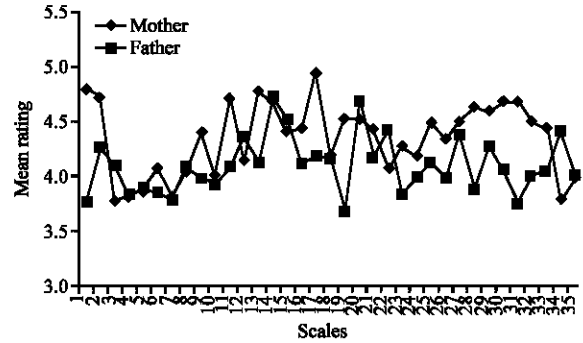


Fig. 1: Profiles of personal development resources of mothers and fathers

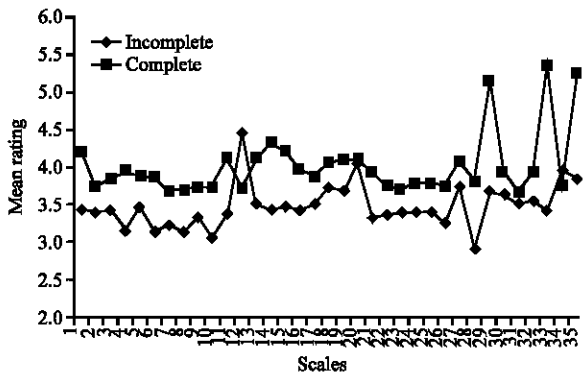


Fig. 2: Profiles of personal development resources of parents in complete and incomplete families

development resources more extensive than the parents of single-parent families. They are also more focused on attracting resources for personal growth and development of the space directly supplies the family and their capacities to interact with the child to show respect to him in full parental love. The parents of single parent families, along with the manifestation of resources parental love, pronounced safety resources.

The comparison of the actualization of personal development resources from parents having fewer children and large families as possible to establish a number of features. Personal growth resources for parents of small families are in the first place, the motives and achieve social recognition. Assessing the overall profile of personal development resources corresponding to the parents of small families and large families (Fig. 3), it can be noted that a significant contrast between the estimates of personal development resources parents manifested in relation to the future of the child, the faith in the future to ensure the future safety net of the future, dedication striving for success and emotional warmth of the family and the child. Parents of large families have a more extensive arsenal of personal development resources that

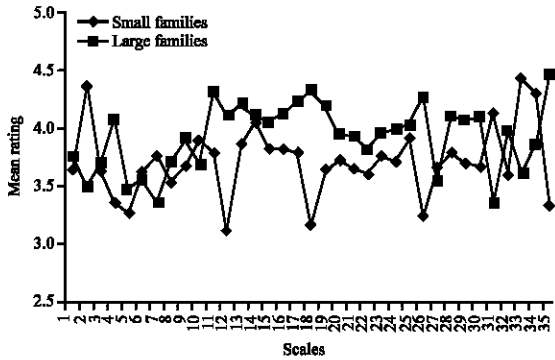


Fig. 3: Profiles of personal development resources of parents in small and large families

are understood by them at a higher level than the parents of small families. The components of resources, forming parental love in these categories of respondents differ slightly.

The study estimates the matrix of personal development resources of parents living in the countryside and in the cities showed that the average resources of parents from rural areas above the average resources of the parents of the urban area by 84 units (Fig. 4). It is established that a personal development parents villagers pushes their subjective desire to achieve a good future for the whole family and for himself. For this group of parents is acceptable most of personal development resources-waiting for the future, safety, personal achievement and parental love. The parents of urban families as a resource of personal development advocates motivational sphere of the individual as well as the emotional component of parental love.

In the next step, we compared the assessment of personal development resources high and low successful parents. Overall rating of the corresponding matrices to identify more energy consumption of highly successful parents (difference of mean values of sums of the matrices is 30 units).

Analysis of the matrix ratings parents evaluate themselves as highly successful, showed that all of the resources for their personal development are relevant and in demand. Highly successful parents as resources combine personal development incentives that are born by a family, parental love, motivation, success and real personal achievements (Fig. 5 and 6). Next, we studied the personal resources of parents with pedagogical and technical education.

A comparison of the profiles of personal development resources parents with pedagogical and technical training clearly illustrates that they have updated parents with technical training. Parents-teachers

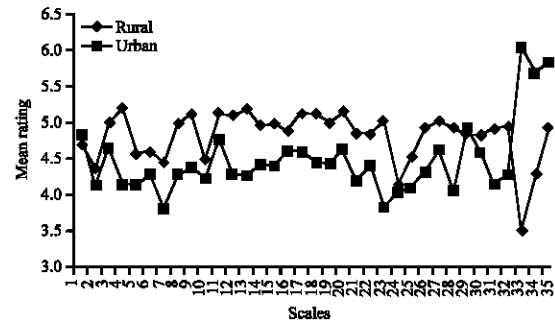


Fig. 4: Profiles of personal development resources of parents in rural and urban families

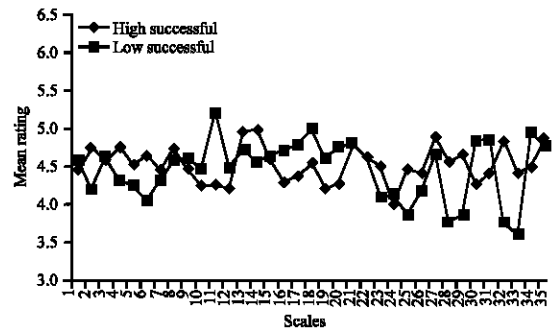


Fig. 5: Profiles of personal development resources of high and low successful parents

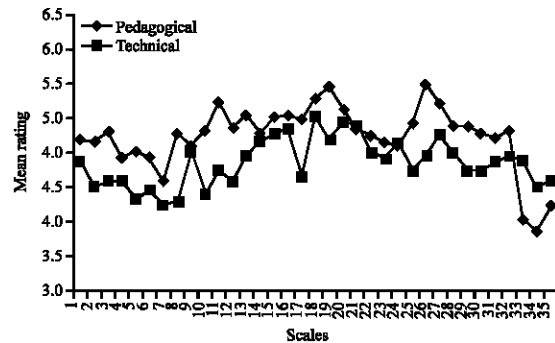


Fig. 6: Profiles of personal development resources of parents with pedagogical and technical education

noted some negativity associated with the ability to manage their lives and with the desire to succeed. At the same time, they can be traced more positive than in those who received technical training.

CONCLUSION

So, it was found empirically that different types of parents have unequal expression of the elements that

make up the resource invariants. There were established the following manifestations of energy intensity and the dominant invariants of personal development resources of parents:

- Mothers are most pronounced the resources of parental love, fathers the resources of personal achievement
- The most power-consuming families are full-parent families: they have the dominant influence of the resources supplied by parental love in single-parent families a combination of resource security and parental love
- Large families are also power-consuming: the use of resources of parental love dominates; small families have a mixture of different sources-personal achievements of resources, security, parental love and expectations of the future
- More power-hungry parents whose families live in rural areas (they have expressed the expectation of the future, security and personal achievement); among parents of urban families dominate the resources of personal achievement and parental love
- The most energy intensive parents evaluate themselves as successful they have expressed personal achievements of resources and parental love; among the parents that evaluate themselves as successful enough dominate the resources of security
- As it turned out, parents with pedagogical education are also power-consuming (they have dominated the development of resources, enclosed in parental love) for parents with technical education, the most prominent were the resources of personal achievement and security

The research involving the methods of experimental psychosemantics and mathematical statistics suggests semantic invariants of family resources used by parents. Among them: parental love, personal achievement, safety and future expectation. These invariants are manifested in all parents and form the basis of their personal development. The existing level of similarity in the content of involved mothers and fathers family resources of

personal development allows us to speak about their complex nature. Practice shows that parents often need expert help of a psychologist for renovation of personal development resources and to identify the required invariants.

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