

# The Psychological Analysis of Factors Influencing the Development of Intergenerational Relationships in Family

Dr. H. A. Alizade<sup>1</sup>, H. A. Khalilov<sup>2</sup>

<sup>1</sup>Professor, Decan of the faculty of "Social Sciences and Psychology" of Baku State University, Azerbaijan

<sup>2</sup>Candidate for a Degree General Psychology Department in Azerbaijan State Pedagogical University, Azerbaijan

**Abstract:** *The globalization and modernization process in the modern world with widespread multiculturalism draws an attention as priority in the development of society, including in management of modern family and intra-family relationships. In the context of analysis and the development of the issues the science of psychology is challenged by a lot of tasks. Given that the family is an important place for the formation and development of personality, then there will be a need to treat the problems within ethnic-psychological context of the relationship. The role of grandparents is great in multicultural families. To rear the children, grandchildren without any discrimination by inspiring them with national identity of both nations, to bring up them as useful persons for people, mankind is basic principles, and there are thousands of such samples.*

**Keywords:** family, behavior, tension, anxiety, multiculturalism, temperament, character, communication, conflict

## 1. Introduction

The history of the formation of Azerbaijani family has been proved by historical facts based on findings from ancient times to the present day. The family is the best environment for happiness of a man. A man preserves his social status in the society within a family. Because a man is a social being. His demand is mainly met in the family, then integrated to the community. A man whose family demands cannot be met, cannot be adapted to the rules of human society. For example, children who are the main part of the family after growing in a family as personality are entered into society. Children must not be given everything ready. The emergence and development of a sense of responsibility is formed in the family. By fulfilling the tasks put before the child by family, the child learns how to solve the problems faced by them.

Such processes in family raise the struggling spirit of the child. The self-confidence, ability to solve problems by thinking is formed in him/her. Otherwise, children settling each problem they face, with the help of his parents or completely with their directions cannot find their place in the society, and continuously they depend on somebody.

Such people cannot explore their skills. In this regard it should be noted that the conditions for social development conditions the child's life, his "social existence". Social development conditions of every child, even brothers and sisters, growing in the same family are distinguished with the specific characteristics. And these characteristics are determined by the unique system of relations at relevant age of the child in psychological terms of view based on lifestyle, "social existence" of child. To make a detailed analysis of the process of development of the child as a personality, it is important to learn the peculiarities of conditions of his/her social development (pp 204, 205, 206, The demographic problems of upbringing. H. A. Alizade. Baku-1993.)

The family is an environment, where the spiritual foundations are laid. If we compare stages of development of family with the developmental stages of children, we can see that the family also has pre-school or adolescence periods as child. These periods have the specific features, major problems and ways of solutions. For example, families with children going to school can be called as "school-going family". Calling families in this way can help psychologists to solve problems more quickly of that family.

### The nature and description of the problem

The family is one of the main components of the society, comprises its foundation, and it is a reality. It has irreplaceable role in personality development and in particular, in his socializing. (9, p. 6)

The importance of the family environment in growing of child perfectly as beautiful man, personality in terms of physical, mental, sensory, and other aspects is undeniable.

At the same time the environment is of great significance to the family while instilling moral values in them during the child-rearing.

Before examining the research aspects of the relationship in the family, it would be purposeful to focus on scientific understanding of family. As study of intra-family relationships is possible within the context of the family, so issues like the formation and structure of family and functions, the stages of development, functions did not left beyond our attention. First of all, let's try to filter analytically the definition given to family in the scientific arena. It should be remembered that the family being the public institution reflects the attitude of the society within which it exists. Thus, when relations in the society have been replaced by new one, the family and intra-family relations can be subject to change over time. S.V.Kovalyov points out that the "the historical concreteness of the family

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is that it is adapted to the changing social relations and self changes over time" [11, p. 208]. But at the same time it should be noted that the relationship between the family and society cannot be one-sided. In other words, in order to understand the society self the family needs to be understood, because the family's lifestyle, in turn, can affect the social processes. [7 p., 14]. When we can study the intra-family relationships on the basis of comparative analysis of the modern family, we can explore the complete picture of the problem. L.B.Sneider writes that "the interest in the formation of humanity contributed to the rise of scientific view on the psychology of the family" [13, p. 148]. Because the personality has the social nature and he is a product of historical development and it is formed in the social environment at process of activity and communication. His development as a personality continues from birth until death. Social institutes, which ensure meeting of important vital demands of the collective and entire society, and influencing the formation of personality: changing of social institutes like economic, political, family, and military at historical development process, manifests itself in influence to formation of personality.

The development of structural and functional aspects of study of the family is connected with the name of E.Dyurkgeym. According to this approach, family relations come from family's lifestyle and family regime, conditioned with socio-cultural functions of the family, and is based on the system of socio-cultural roles connected to marriage, relativeness and parenthood. A per E.Dyurkgeym some family functions are changed under the influence of urbanization and even can be lost. Ethologic aspect of the study of family relations is connected with the name of Ch.Darwin. Proponents of this direction deny promiscuity as the first form of marriage relationship, so it's contrary to instinctive needs of children to have parent and parental instinct of adults. According to ethology approach, the marriage-family relationships may be characterized with four systems:

1. Group marriage;
2. Polygyny (one male-few females);
3. Polyandry (one female - few males);
4. Monogamy (one male - one female) for life and divorce

According to the empirical direction, the family is a small social group for its history of creation, activity plan and destruction end. This direction is connected with a name of F.Le Plenin. According to empiricism, family relationships were based on their emotional closeness of family members, on their needs and trends. A part of thoughts told by Le Plen in his time now manifests itself in our family relations. He referred to the family budget for definition of quantity of family microclimate and intra-family action plan. Given the important relationship between family budget and education of children he noted that under the influence of industrialization and urbanization family relationships become unstable. The matter can be explained as a decline of father's authority. If the balance of financial income in the family changes towards women's side, it's just one of the elements of the above-mentioned case that will occur. As a result, due to the deformation of role of father-mother the

serious shortcomings in upbringing of children, as well as inter-generational conflict will grow.

The representatives of the scientific direction W. James, Ch.Kuli, W.Thomas, F.Znanechki, J.Piaje, Z.Freud and others consider the family relations on the basis of interaction between an individual and society.

And according to American sociologist R.Hill, who had a great contribution to the development of study of the family concept 5 approaches to the study of family can be distinguished:

1. Institutional and historical approach (evolution studies);
2. The structural-functional approach;
3. Symbolic interactions;
4. Situational and psychological approach;
5. Development list approach.

As is evident from the name the first two approaches explain a family for roles and functions, another three approaches in respect of social behavior of a person and group.

Patriarchal family structure is referred to Plato and group marriage idea to Herodotus. Matriarchal and patriarchal family, egalitarian family, the husband-wife families (without children) and mother family are distinguished [11, p. 174]. American sociologist P. Herbst distinguishes 4 leading types of family:

- 1) Autonomous type - the attitude of spouses to life and trends to wealth varies. Decision-making is a compromise nature, etc.;
- 2) Type in which the husband is a lead - the husband's personality, outlook, trend to wealth and decisions tend to be crucial in the life of a family, a wife is limited with own duties;
- 3) The type in which a wife is a lead - the husband's personality, outlook, trend to wealth and decisions tend to be crucial in the life of the family, but unlike the second type, the husband's role and responsibilities are much more ;
- 4) The syncretic type - the roles are distributed equally and decisions are awarded based on acceptance of each member's independence [11, p. 174].

### **Objective of the study**

To reveal the common spectral ethno-psychological characteristics of the Azerbaijani family and on this ground to work out the optimal communication model, which may affect the development among same and different generations within a framework of intra-family relations.

### **The study's hypothesis**

The formation of the personality of teenagers living in families with third generation has a different character depending on a variety of factors. Including:

- 1) There is a link between education level of family elders and the formation of personality in adolescents.
- 2) Despite living separately, the role of third generation in upbringing of teenagers is of great important.

### Research questions

- 1) Is there any link between education level of family elders and the formation of personality in teenagers?
- 2) Is there any interference of third generation, despite living separately, in the upbringing of teenagers?

### The research method

In order to carry out experimental and practical aspects of the research the following methods were used.

1. The self-assessment scale: This scale was developed by A. Rean-Kolominiski and is useful for determining the level of the formation of personality. To this end, the individuals who participated in the experiment are presented the form with description of 20 different personality qualities. During the experiment that individual numbers from 1 to 20 in left side of form or at first column for attractiveness of these qualities and in what place he wants to see himself. In other words, the numbering presented in this column becomes the indicators of a person whom an individual considers as ideal. And from the right to the presented quality indicators an individual participating in an experiment ranks these qualities, based on which he has from them or related to him.

After that according to the survey results collected the processing of results begins. For this purpose, the difference between the real and desirable level of each quality indicator shall be marked with  $d$  quantity. As the assessment ranking varies between 1-20 for the real and desirable levels when the difference is found the answers obtained will be the negative (-) and positive (+). Also the sum of all the differences will be 0. To calculate the difference quantity between real and desirable levels the difference on each quality indicators will be squared, in other words  $d^2$  is calculated.

After that, the self-assessment coefficient is calculated with the help of the following formula

$$r = 1 - 0,000125 \sum d^2$$

Let me note that this formula is true when the number of indicator of the quality is 20. If the number of quality indicators changes following formula is used:

$$r = 1 - \frac{1}{n(n^2 - 1)} \sum d^2$$

Here  $n$  is a number of taken quality indicator. In other words the previous formula is for the special case when the number of quality indicators of this formula is 20. The number of quality indicators in this study was taken as 20.

It should be noted here that the value of  $r$  coefficient obtained from above formula varies between 0-1. If the coefficient is greater than 0.7 the self-assessment is considered high and if less than 0.4 is considered low. Range of 0,4-0,7 is considered to be an adequate self-assessment.

2. The test of Karelin on nature of the relationship between husband and wife in conflict situations: For the purposes of this study it is also important to analyze the possibility of conflicts in intra-family relations or the situation trending to conflict. The test of Karelin on nature of the relationship between husband and wife in conflict situations has been used for this purpose.

## 2. Mathematical and statistical methods of data processing and milestones

During the processing and analyzing of data obtained at result of investigation of data for solution of tasks put in the study modern mathematical statistical methods were used and the calculation of initial statistics (average price, dispersion) was carried out.

The division of obtained data was in accordance with the normal distribution and so the asymmetry and excess indicators (representativeness error is calculated) evidenced it, therefore for a comparative analysis of independent options the Student criteria were used. Correlation coefficient was calculated with the help of Pearson criterion.

Empirical research data was used from SPSS software to process that data.

In general, experimental psychological study of the problem was conducted among 381 families. Out of them 144 families live together with the third generation. And in the rest 237 families members of the third generation do not live. From 381 teenagers 360 live with both parents. 10 teenagers live without mother, 9 without father and 2 teenagers have no either parents.

And the statistics of the teenagers living with third generation are as follows: from 144 teenagers 25 have got the grandfather, but have not got a grandmother; 97 have got a grandmother, but not grandfather; 22 have got both a grandfather and a grandmother. It should be noted that each of the two teens who haven't got both parents live together with representatives of the third generation.

## 3. Results of correlation analysis

In this study, we also tried to determine a self-assessment level of teenagers with the introduction of self-assessment scale, and as a result, answered questions A to determine the extent of the formation of personality in them. In addition, father and mother answered the questionnaire submitted to them regarding if they lived together with the third generation. If lived together with the third generation, grandfather and grandmother also answered to a short survey questions.

For formation of personality in teens or for the evaluation of "self-esteem" consciousness we used self-assessment scale which was developed by A.Rean-Kolminiski, which reflects the performance of 20 different personalities. The main goal here was to identify at what extent the adolescents consider themselves closer to the ideal personality or at what extent they consider themselves close to ideal assessment. Given that when self-assessment coefficient is lower than 0.4 it shows a rate of formation of a weak level personality, if between 0.4-0.7 - adequate level personality, and when more than 0.7 it shows the rate of formation of high-level personalities, and if we will use this classification in our analysis it will be more useful and understandable.

The following table shows the distribution of adolescents who filled in the self-assessment scale, in the above classification.

Under the self-assessment scale, the rates of formation of personality, on gender-based (in numbers and percentage)

**Table 1**

|        | Total      | $r \leq 0,4$ | $0,4 < r > 0,7$ | $0,7 \leq r \leq 1$ |
|--------|------------|--------------|-----------------|---------------------|
| Total  | 381 (100%) | 113 (29,6%)  | 190 (49,8%)     | 78 (20,6%)          |
| Male   | 183 (100%) | 65 (35,5%)   | 78 (42,6 %)     | 40 (21,9%)          |
| Female | 198 (100%) | 48 (24,2%)   | 112 (56,5%)     | 38 (19,3%)          |

According to the above analysis, we can analyze the condition of the formation of personality among teenagers. The self-assessment scale, which was filled in by 113 out of 381 or 29.6% of teenagers shows weak formation of personality in them. Nearly in half of the teenagers adequate formation of personality was determined. In 20.6% or almost in 1 out of 5 teens the formation of personality is high.

However, this classification varies according to gender. So, respectively, at 35.5% of boys and 24.2% of girls the formation of a weak personality was determined. Obviously, the relatively at boys compared to girls weak development of 'self-esteem' consciousness was observed. In fact, in adequate assessment boys with 42.6% left behind the girls approximately for 13%. But among teens with high personality formation the boys are higher with majority of 1.6%.

For the purposes of this study it would be interesting to look at the relationship of age factor in the formation of personality in adolescents. The table below shows the results achieved in this regard.

Under the self-assessment scale, the rates of formation of personality, on the age difference (in number and percent)

**Table 2**

|              | Total      | $r \leq 0,4$ | $0,4 < r > 0,7$ | $0,7 \leq r \leq 1$ |
|--------------|------------|--------------|-----------------|---------------------|
|              | 381 (100%) | 113 (29,6%)  | 190 (49,8%)     | 78 (20,6%)          |
| 13-years old | 113 (100%) | 72 (63,7%)   | 35 (30,9 %)     | 6 (5,4%)            |
| 14-years old | 131 (100%) | 27 (20,6%)   | 82 (62,6%)      | 22 (16,8%)          |
| 15-years old | 137 (100%) | 14 (10,2%)   | 73 (53,3%)      | 50 (36,5%)          |

Our research indicates the increase of self-assessment ratios in teenagers by growing in age or increase of the degree of formation of personality. Thus, about in 64% of adolescents aged 13, the formation of personality is weak. 31% have the adequate formation of personality. Only at 5.4% the high-level formation of personality has been identified.

For comparison, let's look at the results for 14-year-old teenagers. At this age adolescents 20.6% have weak results, 62.6% - adequate assessment and 16.8% - the high assessment in the formation of personality. These indicators were in 15-year-old adolescents as 10.2%, 53.3% and 36.5%, respectively. This is evidence of the increasing of level of personality formation by growing in age. One more reminder that for conducting of the experimental part of the study besides two methodological tools mentioned above, three more surveys were carried out. First was carried

among teenagers, the second between father and mother in families with third generation and the third among parents in families which had no third generation.

First of all, let's analyze the results of the survey conducted among teenagers. The question, regarding presence of any difference between the formation of the personality in teenagers, living in families with third generation and in families without third generation, is of interest. The data obtained through this survey will allow us to answer this question.

The below given table presents the results of questionnaire to answer noted above.

The role of third generation in formation of a person

**Table 3**

|   | Total             | $r \leq 0,4$      | $0,4 < r > 0,7$     | $0,7 \leq r \leq 1$ |
|---|-------------------|-------------------|---------------------|---------------------|
| <b>With third generation</b>              | <b>144 (100%)</b> | <b>45 (31,3%)</b> | <b>66 (45,8 %)</b>  | <b>33 (22,9%)</b>   |
| <i>Including</i>                          |                   |                   |                     |                     |
| Grandfather available, grandmother absent | 25 (100%)         | 8 (32%)           | 11 (44%)            | 6 (24%)             |
| Grandmother available, grandfather absent | 97 (100%)         | 31 (31,9%)        | 43 (44,3%)          | 23 (23,8%)          |
| Both are available                        | 22 (100%)         | 6 (27,3%)         | 12 (54,5%)          | 4 (18,2%)           |
| <b>Without third generation</b>           | <b>237 (100%)</b> | <b>68 (28,7%)</b> | <b>124 (52,3 %)</b> | <b>45 (19%)</b>     |
| <i>Including</i>                          |                   |                   |                     |                     |
| Father available, mother absent           | 8 (100%)          | 4 (50%)           | 2 (25%)             | 2 (25%)             |
| Mother available, father absent           | 5 (100%)          | 2 (40%)           | 3 (60%)             | 0                   |
| Both are available                        | 224 (100%)        | 62 (27,7%)        | 119 (53%)           | 43 (19,3%)          |
| Both are absent                           | 0                 | 0                 | 0                   | 0                   |

Interestingly, the number of teenagers with weak formation of personality among those living in families with third generation is slightly higher than number of teenagers living without the third generation. Almost at every teenager out of three involved in survey the result of the formation of personality was found to be a weak. And in this category presence of the third generation makes a significant difference among teenagers.

However, this difference manifests itself in such adequate assessment. There is about 7% difference between two groups of teenagers. While this result is obtained in more than half of the teenagers living in the families without third generation, but in families with third generation this figure is 45.8%.

But in high self-assessment or in the category of personality formation, the more proportion of teenagers is those living together with representatives of the third generation. True, we cannot observe a significant difference. Because, there is a difference of only 3%. However, the survey results show that the probability of high rate of formation of personality in adolescents growing up in families living with the third generation is more, and adequate rate is relatively lower. And it reveals the too active or too passive role of the

representatives of the older generation in the process of formation of personality among teenagers. In other words, the individual factors come to the fore.

Here it is useful to pay attention to an important issue. While conducting comparative research in the field of psychology, the equal number of participating members or close to each other could lead to more reliable results. Above, we have presented the results of the all children with whom a survey was conducted for. But the number of teenagers living together with representatives of third generation is 144 and it is less than the number of teenagers living separately from the representatives of third generation, that is 93 (237-144 = 93). Therefore, in addition to the above analysis, let's look separately at indicators of teenagers 144 vs. 144 taking into account the proportion of teenagers living jointly and severally with the third generation. While selecting 144 young people from 237 people, taking into account the principle of random, was divided into 3 groups of 79 persons, with a total of 144 in each group, 33.3% (48 people) were taken.

The role of third generation in formation of a person (taken by same number)

**Table 4**

|   | Total             | $r \leq 0,4$      | $0,4 < r < 0,7$   | $0,7 \leq r \leq 1$ |
|---|-------------------|-------------------|-------------------|---------------------|
| <b>With third generation</b>              | <b>144 (100%)</b> | <b>45 (31,3%)</b> | <b>66 (45,8%)</b> | <b>33 (22,9%)</b>   |
| <i>Including</i>                          |                   |                   |                   |                     |
| Grandfather available, grandmother absent | 25 (100%)         | 8 (32%)           | 11 (44%)          | 6 (24%)             |
| Grandmother available, grandfather absent | 97 (100%)         | 31 (31,9%)        | 43 (44,3%)        | 23 (23,8%)          |
| Both are available                        | 22 (100%)         | 6 (27,3%)         | 12 (54,5%)        | 4 (18,2%)           |
| <b>Without third generation</b>           | <b>144 (100%)</b> | <b>41 (28,5%)</b> | <b>81 (56,2%)</b> | <b>22 (15,3%)</b>   |
| <i>Including</i>                          |                   |                   |                   |                     |
| Father available, mother absent           | 3 (100%)          | 2 (66,6%)         | 0                 | 1 (33,4%)           |
| Mother available, father absent           | 3 (100%)          | 2 (66,6%)         | 1 (33,4%)         | 0                   |
| Both are available                        | 138 (100%)        | 37 (26,8%)        | 80 (58%)          | 21 (15,2%)          |
| Both are absent                           | 0                 | 0                 | 0                 | 0                   |

As we have seen, when the number rates are taken equally, results vary slightly. But the results further strengthen the conclusion made from our above analysis. Here, the participation of representatives of the third generation in the process of formation of too active or too passive personality emerges. In the adequate assessment, adolescents who don't have members of the third generation still prevail in a percentage.

#### 4. Conclusions

Analysis of the results of the experiment shows the link between the literacy level of family elders and formation of personality in adolescents. Survey results indicate that there is a very significant positive relationship. This applies both for representatives of third generation and parents. By

raising the level of literacy in family elders proportionally more teenagers get the adequate and/or high level self-assessment. The role of the elders in the intra-family relations system and organization of research from scientific and theoretical viewpoints in connection with application of its impact and the study of results of our experiment allows us to make following conclusions:

- Family types are characterized by number of children, composition, structure, leadership, life, family order, social content resemblance, family experience, family atmosphere and the quality of relationships, geographical characteristics, consumer behavior/type and particular circumstances of family life.
- The research conducted by us indicates that by growing the age the self-assessment in teenagers rises.
- According to the results of a study carried out the link between literacy level of family elders and formation of personality in teenagers was revealed. Survey results indicate that there is a very significant positive relationship. It applies both to representatives of third generation, as well as to parents. By raising the literacy level in family elders proportionally more teenagers get the adequate or high level self-assessment indicators.
- It is natural that by raising the level of literacy in family elders the "ideal" person is presented in a broader sense. And over time it causes the development of outlook and personality in adolescents. As a result, the higher degree of self-assessment is obtained. The survey conducted among adolescents in different situations reveals the behavior of family elders, especially representatives of the third generation against actions of teenagers. In short, let us note that we have studied the conduct of elders in different situations like «when teenager gets excellent and/or poor mark from lessons, "when makes a wrong", «lies" and "when quarrels in family and / or with the children out of family".
- It became clear that the behavior of the grandparents varies significantly when teenagers get the excellent mark from lessons. However, the equitable distribution is available on different reactions for numbers. It should be noted that by rising of the education level the reaction of grandparents becomes more stimulating and higher.

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