

## Psychological Support of Children's Privacy Development in Preschool Age

Olena Vlasova<sup>1</sup> A, Nataliia Dembytska<sup>1</sup> ADE, Olena Kornienko<sup>2</sup> BC

<sup>1</sup>Taras Shevchenko National University of Kyiv, Developmental Psychology Department, Kyiv, Ukraine

<sup>2</sup>Taras Shevchenko National University of Kyiv, Faculty of Psychology, Developmental Psychology Department, Kyiv, Ukraine

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### Abstract

**The goal** of the article is to present the theoretical and empirical research as for development of preschoolers' personal privacy and to determine their parents' contribution to this process.

**Research methodology:** In order to find out ways of preschoolers' privacy development and parental attitudes towards it, the sample of adults was divided into two groups for comparison: 84 parents (42 parents of 4-year old children and 42 parents of 6-year old children). To this end, the following diagnostic techniques were used: the questionnaire "Sovereignty of a psychological space" (Nartova-Bochaver S.K.), the method "Actors and typical causes of conflicts at each age stage" (Venkova N.A.). Two groups of children of 4 (n=26) and 6 (n=28) years were examined with the method "My house" to study characteristics of preschoolers' psychological boundaries, their dynamic features and methods of protection, (Silina O.V.). Methods of mathematical statistics were used to estimate empirical data.

**Research results:** The empirical research of 84 parents (Ukraine) having children in preschool age show that preschoolers' personal privacy is mainly developed due to expansion of such components of their psychological space as personal territory, habits and values. The closest social environment, in particular parents, is only partly ready to support children's pursuit for the sovereignty of their psychological space.

**Discussion:** The psychological support of preschoolers' privacy development is possible only with psychological work with their parents as leading agents of their socialization. This work should be aimed at harmonization of parents' attitudes towards children's claims to have a personal space. Such support should include psychological enlightenment, active social psychological trainings, counselling and psychotherapy, specially organized for all actors influencing children's psychological space development.

*Keywords:* personal autonomy, privacy, sovereignty of a psychological space, socialization.

### Streszczenie

**Celem** artykułu jest przedstawienie wyników teoretyczno-empirycznego badania kierunków rozwoju prywatności osobowości w wieku przedszkolnym i wyjaśnienie wkładu rodziców w ten proces.

**Metoda badawcza:** Aby wyjaśnić kierunki rozwoju prywatności osobowości przedszkolaków oraz nastawienia rodziców w tej kwestii, próbę badawczą podzielono na dwie podgrupy: 84 rodziców (42 rodziców 4-letnich dzieci i 42 rodziców 6 letnich dzieci). W tym celu zostały wykorzystane następujące metody diagnostyczne: kwestionariusz "Suwerenność przestrzeni psychologicznej" (Nartowa-Boczawer S.K.), kwestionariusz „Subiekty i powody typowych dla każdego wieku konfliktów” (Venkova N.A.). W celu zbadania jakości granic psychologicznych u przedszkolaków, specyfikę dynamiki i ich sposobów ochrony, dwie grupy dzieci w wieku 4 (n=26) i 6-ciu lat (n=28) poddano badaniom za pomocą testu „Mój dom” (Syliina O.W.). W celu oceny danych empirycznych zostały wykorzystane metody statystyki matematycznej.

**Wyniki badania:** Dane badania empirycznego 54 przedszkolaków oraz 84 ich rodziców (Ukraina) wskazują, że rozwój prywatności osobowości w wieku przedszkolnym odbywa się przeważnie poprzez rozszerzenie takich składników przestrzeni psychologicznej, jak: terytorium osobiste, przyzwyczajenia i wartości. Najbliższe otoczenie społeczne jest w stanie jedynie częściowo wesprzeć dążenie dzieci do suwerenności ich przestrzeni psychologicznej.

**Dyskusja wyników:** Psychologiczne towarzyszenie rozwojowi prywatności dziecka w wieku przedszkolnym jest niemożliwe poza pracą psychologiczną z rodzicami pełniącymi podstawową rolę ich socjalizacji. Takie wsparcie powinno zawierać edukację psychologiczną, aktywne szkolenia społeczno-psychologiczne, konsultacje oraz terapie, specjalnie zorganizowane dla

wszystkich subiektów rozwoju przestrzeni psychologicznej dziecka.

*Słowa kluczowe:* autonomia osobista, prywatność, suwerenność przestrzeni psychologicznej, socjalizacja.

## Introduction

In nowadays contradictory conditions, the psychological science needs to understand deeper psychological factors of young people socialization. Such socialization is characterized by the tendency toward massification and, simultaneously, by existential loneliness. This issue is particularly acute in recent times, when dynamic and intensive socio-political, economic processes in modern Ukrainian society impose special requirements for personal autonomy and an individuals' responsible attitude to life. An individual's autonomy is the inherent value of personal existence [1]. It means an experience of own independence, the ability to make decisions, based on internal support [2-4]. The mechanism for autonomy achievement is separation from the physical and social environment and its individual objects [5], including parents. One of the resources and conditions for successful separation is development of children's ability to regulate psychological boundaries between the world and their internal world, which means their privacy.

The paradox of contemporary socialization lies in the fact that a significant condition for successful formation of an individual's sociality is his/her integration into relations with both the immediate environment and the world as a whole. At the same time, informational, interactive, and communicative congestion predetermine the need to withstand environmental influences and to cultivate the ability to an independent, authentic existence.

Within this context, a special attention should be paid to children's privacy, because, at this age, undeveloped basic social functions and skills, helping realize themselves and defend their own autonomy, form the background against which many negative external factors can lead to profound maladaptation or neutralize positive socializing influences. This issue becomes even more important in the context of the underdeveloped culture of parents' responsible attitude to their children's privacy. Children's privacy should be supported as a way of creating and protecting of Self, which is especially important for children's socialization [6, 7]. According to the Multi-indicator Cluster Survey of Households in Ukraine (MICS) [8], 61.2% of 2-14 year old children experienced at least one of psychological or physical punishments from their mothers or other caregivers, or other household members. Moreover, up to 1.0% of children were punished with cruel physical methods. It is deep violation of children's privacy at the physical level. It should be noted that 11.2% of respondents believe that

physical punishments should be used for proper education of children. At the same time, in practice, 29.9% of 2-14 year old children experienced physical punishments. As MICS states, there is a clear contradiction between the declared views and the practical actions of some mothers (fathers) or other members of households where children live. Therefore, violation of autonomy and sovereignty, at least as for children's physical space, still exists in the Ukrainian families.

Researching of children's privacy, peculiarities and factors of its development is a prerequisite for development of effective socialization programs for younger Ukrainian generations in the face of the social crises to prevent their maladaptation or negative influences of spontaneous socialization.

The article purpose is to present the theoretical and empirical research as for development of preschoolers' individual privacy and to determine their parents' contribution to this process.

## Theoretical background

Pre-school childhood is the period of personality formation, and successful socialization at this period depends on a balance between external pressure during intensification of children's relations with the social environment and their ability to defend their intrinsic intentions and needs - their privacy.

The general scientific principles of systems and development are the most productive for the aim of privacy study. Since privacy has been studied in the science by observing objective human behaviour aimed at desirable transformations of the environment, its components of a psychological space and way of its organizing are analysed as privacy manifestation. Consequently, the principle of systems necessitates studies the specific manifestation of an individual's privacy - his/her psychological space - as a space having characteristic structure and being open to physical and social environment. This principle requires examination of privacy development as a result of changes in the perception, experience, related to external conditions and approbated in the external world; here, an individual implements the right to personal possessions [9,10], experiences personal control over circumstances of his/her life, bear responsibility for choices made him/herself [11, 12]. According to the principle of development, a psychological space can be understood as a phenomenon being in constant motion and changes, having its own dynamics [13].

The idea of privacy is being developed by scientists

[9, 14, 15, 16] in connection with existence of something valuable, "own" in an individual's life, on which an actual Self is projected. One's "own" is a generic, primary source in relation to everything in life. At childhood, an individual includes everything intimate and close (the closest physical and social environment) into an image of one's "own"; and later, with age, he/she extends such image, covering a wider environment: family, membership groups, society, state, etc. To create such a world for a child is a way to turn it into "mastered one". According to Baudrillard [17], such a world is a model of ideal possession, since it is separated from the prose of everyday life and transformed into poetry of emotional, passionate personal attitudes. Adults should remember that this mastered world for children is not emotionally indifferent, and the loss of at least some part of it considered as a loss of themselves. So, since childhood, own Self is developed due to understanding of the external world as "own" and establishment of emotional, informational, interactive connections with the social environment. Thanks to these psychological mechanisms it is possible to understand Self through extended continuation of oneself into the world.

The study of the patterns of "mastered" psychological space formation and development, which affirms the right to privacy, is especially important for childhood. The researchers of this problem recognize its exceptional importance for formation of personality structures, self-consciousness [6, 14, 18, 19] and human behaviour [1, 7, 10, 20-22]. For example, A. Westin associated human privacy development with personal autonomy, emotional relaxation, self-esteem, life self-determination, the ability to maintain and limit interpersonal relationships [22]. The researcher considered that the general purpose of an individual's privacy was to enhance his or her self-regulation, to maintain and strengthen his/her mental health and psychological well-being. I. Altman [6] determined the following functions of privacy: privacy as a means of communication between Self and the social world (interface, role-taking, plans and strategies for dealing with others), as well as self-determination and support.

As a result, it becomes clear how a holistic personality [22] is formed: from the ability to establish relations with the environment, modifying them according to their own intentions and sensitivity, through separation, then building up of psychological protections from environmental influences by children [16,25], with help of emotional relaxation and formation of self-attitude [22], the ability is developed to arbitrarily balance relations with others.

Preschoolers are able to construct a personal psychological space. At this age, they can create a subjectively significant fragment of existence, which

is a sovereign part of the physical, spiritual, social environment and where their own ways of life are affirmed [12]. Being a system of physical, social and purely psychological phenomena that children identify with themselves (territory, personal belongings, social affiliations, installations), such a space is entirely connected with the category of freedom, since "to be own" ("suum esse") from Latin literally means "to be free" [23]. Existence of "own" space, as well as its boundaries and children's ability to operate it, testifies to formation of the ability to identify freely personal intentions and to preserve own autonomy. The socio-psychological consequences of the available mastered space include optimized communications, selected contacts with other people and determined intensity of relationships with them, refined self-concept in all its modes. All this is done by setting the boundaries between an interacting individual's privacy area and the privacy of others [4, 14].

The frustration of a child's needs in a psychological space leads to disturbances in development of relevant components of privacy and hinders the full realization of his/her sovereignty of own Self, causes a sense of insecurity, danger, distrust of the world [10, 12]. Such children are unable to resist manipulations, do not experience a sense of integrity and independence, and therefore the authenticity of existence [24]. This is due to the fact that their self-awareness is not enough for adequate creation and protection one's Self, which is necessary to preserve the autonomy and personal dignity. The availability and forms of children's privacy determine the quality of their life in all its manifestations.

The closer is environment practicing such violations in relations with the child, and the more total is its pressure on the boundaries of the child's personal psychological space, the heavier consequences will be. If a psychological space is deprived, the child may lose the feeling of reliance on the "own" world created by him/her, and this world, in turn, loses its value. The child's ability to control and protect everything that exists or is occurring within the space is diminished or not formed at all. The ability to control life is associated with the freedom of an individual choice; such freedom is existential and increases with the acquisition of reflexive skills and the experience of making independent decisions [26]. Loss of such control leads to absolute psychological pressure of the environment, actuation of mechanisms for domination and immeasurable interference of the environment into the child's privacy and undermines a zone of the child's personal security. The de-socialization psychology speaks here about the different violations of everyday life [4] as a result of psychological violence and ill-treatment of children. From the point of view of psychiatry, medical psychology, psychotherapy, we can speak about traumatic

experience and manifestation of post-traumatic stress syndrome as a systematic distortion of personality, which leads to dysfunction in all spheres of life [27-32]. The medical aspects of the aforementioned disorders in the daily existence are also studied, for example, the searches attempting to solve the problems of overcrowding, the impact on an individual's mental states of the density of his/her life space [30-33], negative consequences at home, including sexual violence [27, 28]. In our study, within the framework of the applied psychological paradigm, it is important to explain the psychological consequences of privacy deprivation in the childhood. Together with many scholars [12, 35], we believe that children, having experienced personal privacy restrictions/violations, cannot protect the integrity of the personal safety zone boundaries, therefore, maintain the integrity and sovereignty of Self, assert their rights to personal belongings, contacts, territory, ideas, etc. [9]. The grave deprivation of personal space increases the risk of being a victim of violence even in adulthood due to the instable or disrupted boundaries in childhood. The very process of socialization is distorted toward the formation of a dependent, conformal person, inclined to co-dependent relations and, accordingly, unable to successfully manage interaction with the world.

From the scientific and practical points of view, researching on development of preschoolers' psychological space in the specific atmosphere of attitudes of their immediate social environment is interesting. The scientific work, performed by D. Stanković, a serbian researcher [34], indicated that, if children were not supported by their immediate social environment, they compensated for their daily needs in relationships with others by relying on themselves and used natural resources. Thus, the importance of the interpersonal factor for children's psychological space development was proved. The author showed that children' violated contacts with their families are reflected and manifested in the distortions of their adaptation, namely, they used psychological mechanisms inadequate to situations. In particular, the compensatory mechanism of attachment to a particular physical environment associated with a sense of comfort and happiness was actuated (a favourite place phenomenon). The mechanisms of identification and belonging to a particular place were also recognized as effective.

In our opinion, parents' attitudes to their children's personal space are decisive for children's privacy development, since they are primarily socialized in relations with their parents. Therefore, parents' attitudes can be a factor both of deprivation and a harmonious development of children's privacy.

## Research methods and sampling

In the spring of 2018, 84 parents (42 parents of 4-year old children and 42 parents of 6-year old children) and 54 children (divided into 2 groups for comparison: 26 four year olds and 28 six year olds) were interviewed to study development of preschoolers' personal space and their parents' attitude toward children's privacy. The following diagnostic methods were used to examine the parents: the questionnaire "Sovereignty of a psychological space" developed by S.K. Nartova-Bochaver (Nartova-Bochaver S.K. [35]), the method "Actors and typical causes of conflicts at each age stage" of N.A. Venkova (Venkova N.A. [35]). The technique "My house" of O.V. Silina (Silina O.V. [3]) was used with the sample of 4- and 6-year old children to study preschoolers' psychological boundary, its dynamics and methods of its protection. The methods of mathematical statistics were used for analysis.

The study was approved by the Ethics Committee of the Ukrainian Association of Educational and Developmental Psychology (decision EC-15/01/2018).

## Characteristics of the used questionnaires

**The questionnaire "Sovereignty of a psychological space" developed by S.K. Nartova-Bochaver** belongs to standardized personal tests and is intended to diagnose sovereignty of an individual's psychological space. The parents were asked to fill in the questionnaire, following the instructions ("Describe your child's childhood, as it usually happens at your home ..."), while focusing on the parent's own experiences and attitudes towards their children's personal space.

The questionnaire allowed us to define the general indicator describing sovereignty of children's personal space by the eyes of their parents, as well as its individual components: sovereignty of the physical body, territory, world of things, habits, social contacts and values.

**The method "Actors and typical causes of conflicts at each age stage" of N.A. Venkova** identifies conflicts typical for each age in a certain part of the psychological space, which testifies to manifested claims to sovereignty, their causes, places and effects. The parents were asked questions only about preschool age.

**The technique "My house" of O.V. Silina** studies preschoolers' psychological boundary, its dynamics and methods of its protection. The technique included three steps: accumulation of empirical data about children's actions to analyse actual development of their boundaries of Self; collecting of empirical data about representations and feelings, providing information on ways to regulate, control and protect the boundaries of Self at the verbal level; description of methods for control, regulation and protection of the boundaries Self at the level of actions.



All empirical data were recorded in the observation table. Then, the parents-experts were asked to evaluate manifestations of the behavioural markers for each quality describing the boundaries of a child's Self in the protocol with a five-point scale, where 1 point marks existence of one pole of the studied characteristic, and 5 points indicates existence of the other pole. This stage of research enabled us to transfer of qualitative data into quantitative.

We used the content analysis method, indicator rates and frequency in percents, Student's t-test for independent samples, Mann-Whitney U test.

### Research results

According to the results of the questionnaire "Sovereignty of a psychological space" (Tab.1), parents' attitudes to privacy of their 4- and 6-year old children, in general, show deprivation of preschoolers' psychological space as for all its components, except for a personal territory of 4-year-old children (development of personal territory sovereignty is within the normative average values-52%). The reduced sovereignty of a psychological space (within the range of 21% - 40% in both studied groups for overwhelming majority of the components) decreases even more with age (from 38% at 4 years to 32% at 6 years,  $p < .05$  as for Student's t-test for independent samples, Tab.2), which means disturbances in development of corresponding components.

To the end of preschool years, we can predict significant breaches in integrity of children's psychological space boundaries in terms of their personal territory (from 52% at 4 years to 39% at 6 years,  $p < .05$ ) and habits (from 37% at 4 years to 35% at 6 years old,  $p < .001$ ). Such tendencies are difficult to explain by normative changes

in the social situation of the Ukrainian preschool children who at 6 years are enrolled in school and their life obtains signs of publicity.

Therefore, expansion of such boundaries, growth of the number of its components [35] is expected as a norm. Organization of life in time, which ensures its predictability, planning [3], is also expected. But we have found out that parents do not expect expansion of psychological space in terms of its territory and development of a usual daily routine (Fig. 1). On the contrary, they are determined to control territorial claims and intensity of territorial contacts of their children, as well as organization of their lives in time. Frustration of parents' of preschoolers' needs in expansion of their own territory and possibilities to manage their time and routine habits can cause a sense of insecurity, danger, distrust of the world at children.

Parents' expectations as for development of other components of preschoolers' psychological space are also pessimistic, since the psychological space of 6-year-old children seems narrower. Obviously, this shows parents' anxiety about children growing-up, objective expansion of their psychological boundaries into public school life, changed habits of their daily routine, complication of their social contacts, etc. Parents should be adapted to such changes, but obviously they cannot.

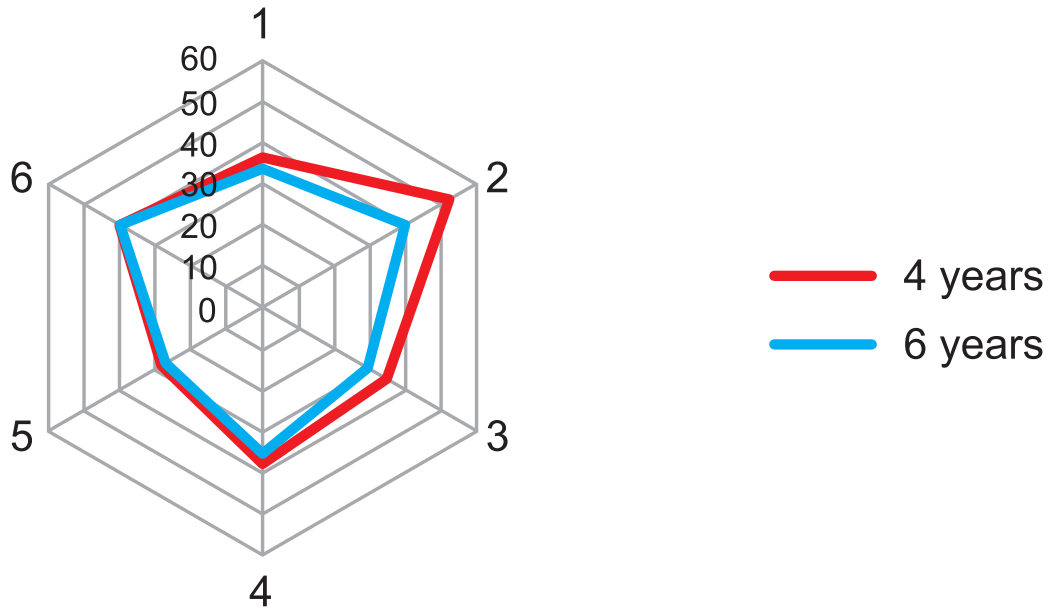
At the same time, parents are strongly inclined to contribute to growth of sovereignty of values and habits of their child with age (from 39% for 4 years to 42% for 6 years,  $p < .001$ ). Obviously, capturing the general tendency of preschoolers' transition from emotional and direct relations to those mediated by moral levers and norms, parents are psychologically ready to support these processes. According to the method "Actors and typical

Table 1. Sovereignty of a psychological space of 4- and 6-year old children, group statistics

Psychological space sovereignty components	Age	N	Mean	Std Deviation	StdError Mean
Sovereignty of the physical body	4 years	42	35.6250	26.03193	4.60184
	6 years	42	33.0476	23.04709	3.55624
Sovereignty of a territory	4 years	42	51.7500*	24.83624	4.39047
	6 years	42	38.9524*	27.45546	4.23647
Sovereignty of speeches	4 years	42	33.9375	27.57621	4.87483
	6 years	42	28.2857	21.27209	3.28235
Sovereignty of habits	4 years	42	36.8750**	15.15032	2.67822
	6 years	42	34.5714**	24.07422	3.71473
Sovereignty of social relations	4 years	42	27.6250	27.28789	4.82386
	6 years	42	26.2381	31.78112	4.90393
Sovereignty of values	4 years	42	39.1875**	24.98314	4.41644
	6 years	42	41.4762**	19.22046	2.96578
Sovereignty of psychological space	4 years	42	37.5000*	15.28229	2.70155
	6 years	42	32.2381*	10.49927	1.62007

\* -  $p < .05$ , \*\* -  $p < .001$  (t-test)

Fig. 1. Areas of deprivation of the psychological space of children aged from 4 to 6 years



Note: 1 - Sovereignty of the physical body, 2 - sovereignty of a territory, 3 - sovereignty of speeches, 4 - sovereignty of habits, 5 - sovereignty of social relations, 6 - sovereignty of values.

causes of conflicts at each age stage” of N.A. Venkova, the parents identified conflicts typical to the age of 4 and 6 years, as well as their main causes. As it has been found out, the number of conflicts significantly increases to the end of preschool years (from 340 at 4 years of age to 684 at 6 years). This testifies to the beginning at six years of age the conflict-related normative developmental crisis. Typical conflicts appeared between children and their parents refer problems of rule compliance and discipline (68% for 4 year-old children and 57% for 6-year-old children); eating habits (11% and 5.4% respectively); habits of activity and sleep (7% and 5.4% respectively); TV viewing habits (4.5% at 4 years old); games with peers (5% for 4 years) and the need for social contacts (5% for 6 years) and new values (lack of attention, status claims and other interpersonal relations - 15% at 6 years of age). Consequently, the difference in conflict types, characteristic for 4-year old and 6-year old children, indicates that preschooler’s psychological space is expanding mainly due to habit transformation and emergence of new habits and demands from adults.

Emergence of new types of conflicts at 6-year old children in the field of social relations and values means that, at this age, sovereignty in new areas of the psychological space are claimed. These data confirm in general the results obtained by N.A. Venkova and S.K.Nartova-Bochaver [12] on transformation of preschooler’s psychological space.

As scientists attribute the struggle for privacy mainly with effective managing of contacts with the environment on the “my-someone else’s” boundary [3],

we have investigated development of ways to protect the boundaries of own Self at the preschool age. We have compared groups of 4-year old children (26 persons) and 6-year old children (28 persons) with the “My house” technique of O.V. Silina according to the criteria describing and evaluating the components of the boundary of Self, which were evaluated on a five-point scale. To evaluate the results, a Mann-Whitney U-test was used.

There are significant differences between the compared groups ( $p < .01$ ) for the criteria of sensitivity / understanding of the ways to protect their psychological space boundaries and the use of external assistance in protecting of these boundaries (Tables.2-3).

The 4-year old children use external assistance as a leading way to protect the boundaries of their psychological space ( $U=29, p=.01$ ). Unlike them, the 6-year

Table 2. Ranks (Mann-Whitney U for the “External assistance”)

	Age	N	Mean Rank	Sum of Ranks
External assistance	4 years	26	29.14	254.00
	6 years	28	24.86	152.00
	Total	54		

Table 3. Statistic criteriaa (Mann-Whitney U for the criteria of “External assistance”)

	External assistance
Mann-Whitney U	47.000
Wilcoxon W	152.000
Z	-2.561
Sig. (2-tailed)	.010

a. Grouping Variable: age

old children rely primarily on themselves in solving these problems ( $U=25$ ,  $p=.01$ ). Thus, not only the size of preschooler's psychological space, but also ways of its operating and protecting are transformed with age.

## Discussion

The results of our research indicate that preschoolers' individual privacy is developed mainly due to expansion of their personal territory, habits and values. A particular role of parents in this process has been confirmed. Thus, parents' propensity to frustrate territorial claims of their children has been revealed. Obviously, such territorial claims appear in connection with emergence of a new need at 6-year old children to expand physical space through mastering, autonomously or jointly with peers, of school's territory, routes from their home and school, streets around. These results are somewhat complementary to the data obtained by S.K. Nartova-Bochaver and N.A.Venkova [12], according to which a private territory is determined predominantly at early childhood. However, our study, as well as the work of M.V. Osorina [25], indicates actualization of children's claims to expansion of their own territory and the further development of territoriality at the end of preschool age.

Our research confirms the data of S.K. Nartova-Bochaver and N.A. Venkova as for formation of temporal characteristics of preschoolers' psychological space (habits). In addition, we argue that this can be caused not only by the need to change their lifestyles because school attendance, but also by the fact that the social institutions - preschool or school institutions - cannot neutralize the deprivation effects of natural factors [12] on children's privacy, which is especially noticeable when parents do not care about their children's privacy.

Nevertheless, we have marked parents' readiness to support claims in the value part of the psychological space. However, we expect that development of the other mentioned components of preschooler's psychological space is controversial. Particularly, parents' deprivative attitudes towards their children's privacy will play a significant role in this negative process. The results described in this perspective are fully consistent with the observations of Stodulska-Blaszke A. & Wójcicka A. [36], who found serious changes of health consequences in adolescent life of victims of domestic violence: a subjective evaluation of his or her poor health, frequent drug taking, depression, PTSD, headaches, gynecological and sexual problems, eating and digestive system disorders, infections and chronic pain syndrome. Victims of a violent behavior are in serious risk of suicide attempts, alcohol abuse often drugs abuse.

We have confirmed the tendency to transformations of not only the scope of preschoolers' psychological

space, but also the ways of its operation and protection. These results also correspond with the investigations of parental neglect of children's need for autonomy carried out by Maykova E.Yu., Filippchenkova S.I. [26], who found that the 6-year-old children are able to rely not on external help at protection of their psychological space, but mainly on themselves in these problem solving. In the context of the revealed increase of preschoolers' autonomy, their parents' unwillingness to observe their privacy can significantly deprive development of individual abilities, subjective and personal qualities of children [12, 35], their ability to create and protect their own Self, to regulate their relations with the social world [26].

We have several limitations for our study, the discussion of which may be useful for the perspective study. The first limitation concerns the sample age: we focused on pre-school childhood. We recognize that it would be interesting to describe the end-to-end changes in one's psychological space throughout all his/her life as we move from one age period to the next. Although there are already works studying this matter. For example, according to Bernhard, F. and O'Driscoll, M. [37], Burmistrova-Savenkova A.V. [5] the psychological space development in ontogeny is associated with the development of mental abilities. In addition, Brillante P. & Mankiw S. [17] insist the early experiences, such as actively exploring spaces and manipulating objects in the environment, help children develop cognitive skills and begin to understand the world around them. Pickford et al. [38] and Pierce et al. [21] indicate the close connection of being of owner with an early feeling of possession, when the individual has a personality stake in the performance of the object, as its performance reflects upon his or her identity.

Secondly, the psychological determinants of privacy development at the later socialization stages, after preschool childhood, also require more detailed study. Existing research on these issues [21, 37, 39] cover limited areas of psychological knowledge, for example, they explain economic or organizational factors without translating onto broader socio-psychological, pedagogical issues. We have shown that psychological support of the closest social environment for preschoolers' psychological space development is extremely significant, since children are not able in principle to satisfy their claims to autonomy and independence on their own.

Therefore, thirdly, it is extremely important to investigate the psychological factors of adults' involvement into children's personal privacy formation [3, 4, 28, 29, 32, 40]. In particular, the issue of adult experience in distinguishing situations that do not require their intervention is quite acute.

It is expedient to implement psychological support

for preschoolers' privacy development in the following areas:

1. Psychological enlightenment in the form of informing and explaining to preschoolers' parents about age patterns of privacy development and consequences of deprivation of children's psychological space.
2. Active social and psychological training as measures for active development of parents' personal qualities as active agents of their children socialization.
3. Psychological counselling and psychotherapy as a system of measures assisting children and their parents in solving of deprived children's problems.

As for psychological enlightenment, we should emphasize that psychologists can introduce various forms (lectures, seminars, club meetings, etc.) into their practice of working with parents, inform parents about the main directions of development and children's normative crises and consequences of abnormal scenario deployment. It is important to explain parents the adults' decisive role in the children's personality development. Educational work with children can be conducted at the level of familiarizing them with dichotomies "my-someone else's", "to join- to separate", "to give- to take" and various ways of organizing and protecting, for example, by adults of their own things, territories, contacts.

Formation of parents' psychological readiness to be agents of socialization and their practice of new ways to support children's privacy is the main objective of active social and psychological trainings for parents. It is advisable to teach children with such new ways to interact with others that are productive in terms of autonomy and privacy development.

This objective can be realized in the following areas of work with parents:

On the basis of reflection of one's own / someone's experience in privacy supporting, can be taught to note children's problems in connection with their privacy, to determine their causes and to predict possible consequences of deprivation in this area. The teaching of children should be directed at acquisition of the ability to mention known ways to defend their own interests and of new, more useful methods in certain situations.

On the basis of knowing their own / someone's experiences that arose / may arise owing to external interference into the psychological space, parents can learn how to emotionally support their children; how to help them overcome their destructive experiences related to pressure on their psychological space; how to promote development of self-esteem and confidence in their ability to uphold privacy. Parents should be taught how to understand their own value priorities and preferences,

the consequences of their deprivation, and how to support children's habits. Support of self-confidence, the ability to ask for help and rely on others, the culture of emotional responses to pressure, and the basics of empathy are appropriate for teaching of children.

Through analysis and understanding of their own / somebody else's coping patterns, training participants can learn to track their typical ways of managing in difficult life situations and expand their repertoire.

Psychological counselling and psychotherapy are used in the case of a diagnosis made by psychologists about deep deprivation of a child's psychological space. Work of a psychologist with a family, with relations forming a child as an actor creating his/her own psychological space is productive in this case. It is not just about the dynamics of a child's psychological space, it is also about development of his/her ability to protect the boundaries of the space of personal possessions and territory, priorities and habits, time and social contacts.

It is also important to focus on a purposeful change in the context of this space existence, namely, on relations with parents. It is essential to correct parent's attitude, first of all, as a source of "environmental" support for their children development. By listening to children, learning to hear and receive feedback from them, parents will be able to prevent domestic violence rather than cause it [27, 41].

They can become effective agents helping children to find and mobilize external and internal resources for achievement of autonomy. Cooperative work with parents and children can be effective if it is aimed at modelling of situations helping to experience balancing between approaching and distancing in parent-children relations as a condition for gaining personal integrity and privacy.

## Conclusion

Our research has found that preschoolers' individual privacy is developed mainly due to expansion of personal territory, habits and values. The closest social environment, in particular parents, is only partly ready to support children's pursuit for the sovereignty of their psychological space.

The research results point to the need for psychological support for preschoolers' parents to help them understand their important function as agents of socialization of their children. In particular, harmonization of parents' attitude to their children's privacy can become a decisive factor in the formation of a child's personality as an actor creating and managing own psychological space. These processes can be provided by a specially organized system of psychological influences (enlightening and training, psychological counselling and psychotherapy) on all actors of children's psychological space development. This will significantly reduce conflicts



and crises during the preschool age, increase effectiveness of socializing influence and prevent child's personality deprivation at the early stages of socialization.

In the context of the issues covered by the article, psychological support for an individual for protection of his/her privacy on different, including crisis, stages of ontogeny can be promising; it is important to study roles of extended family members as agents of influence on children's privacy development, "environmental" influence of various socializing institutes on the scale, scope, structure of an individual's psychological space, and interpersonal effects of excessively developed autonomy.

### Conflict of interest

The authors have declared no conflict of interest.

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**Corresponding author:**

Nataliia Dembytska,  
 PhD, Senior Research Fellow,  
 Developmental Psychology Department  
 Taras Shevchenko National University, Kyiv, Ukraine  
 2a, Hlushkova Avenue, apt. 205  
 Kyiv, Ukraine 03680  
 e-mail: natalyde@ukr.net

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