

Case-study of the High School Student's Family Values Formation

Roza A. Valeeva

Kazan (Volga region) Federal University, RUSSIA

Natalya E. Korolyeva

Kazan (Volga region) Federal University Branch in Naberezhnye Chelny, RUSSIA

Farida Kh. Sakhapova

Kazan (Volga region) Federal University Branch in Naberezhnye Chelny, RUSSIA

•Received 14 January 2016 •Revised 10 March 2016 •Accepted 07 April 2016

The aim of the research is the theoretical justification and experimental verification of content, complex forms and methods to ensure effective development of the high school students' family values formation. 93 lyceum students from Kazan took part in the experiment. To study students' family values we have applied method of studying personality values by Schwartz; to investigate the views of students in the system of interpersonal relations and the nature of communication in the family technique "Family sociogram" by Eidemiller was carried out. On the basis of the received results, recommendations of special psychological and pedagogical work organization to increase the level of the high school students' family values are given. Based on the results of ascertaining experiment there was developed a program containing the forms and methods of prevention and psycho-pedagogical correction of bullying among younger teenagers in school. Statistical analysis of empirical research was carried out by standard techniques of mathematical statistics (G-test marks and Student's t-test).

Keywords: family, family values, students, traditions, traditional family, family relationships

INTRODUCTION

Relevance of the problem

The study of family values in the context of globalization is important from the point of view of state interests and from a purely human point of view. Changes in society affect the value and priority of family values. Family values and traditions are the foundation of way of strong and happy family with future. They regulate the livelihoods of households, promote convergence, to strengthen mutual respect and understanding in the family. Family values are the basis of education of children. We consider the traditional family values that often do not coincide with modern family values.

A tradition in the general philosophical sense is a certain type of the relationship

Correspondence: Roza A. Valeeva,
Kazan (Volga region) Federal University, 18 Kremlyovskaya Street, 420008, Kazan,
RUSSIA
E-mail: valeykin@yandex.ru
doi: 10.12973/ijese.2016.369a

between the successive stages of a developing object, including the educational sphere, when the old transforms into the new and works productively in it (Savin, 2004). Traditions are adapted to the realities of modern life, but, according to A. I. Zakharov (1986) and A. S. Spivakovskaya (1986), their main purpose remains: they serve not only to the consolidation of family and kinship ties and relations but also relations with people of one nation, the transference of such human qualities as love, kindness, compassion, mutual support, understanding, responsibility, emotional sympathy, gratitude, selflessness, respect for elders, etc. Thus, the traditions are elements of social experience and cultural heritage, transmitted from one generation to another, the norms and patterns of behavior, forms of social organization, ideas, manners, customs, rites and rituals (Kant, 2000).

Traditional family values are usually the result of interaction with the religious norms of society, which main objective is the preservation of the family. Traditional family values are: marriage, faith, loyalty, mutual respect. Parents in the family give a child native word, native customs and traditions, form the national identity, the national consciousness, national pride, and bring up the national honor and dignity (Artyukhova, 1999).

In the traditional family, an important unifying factor is a mutual activity. Rural family worked together on the field, the family in cities was involved either in trade or a craft. According to family tradition a profession was handed down from grandfather to father, from father to son. Family traditions are a model of interaction between parents and children in everyday life that have been tested by previous generations.

However, due to the development of society and its views on the traditional family life values today are not often perceived properly. For example, divorce in our time is quite a normal thing, but it is rejected by the traditional canons (Zdravomyslov, 1986).

The traditional attitude to man as a getter and absolute his authority is not present in all families. The roles are distributed equally, and crucial decisions are taken at the family council.

Norms, values, behaviors and parenting, work and leisure are changing in a given society. Many family values are gradually fading, giving the primacy to education, career, search for ways to increase revenue. Due to excessive parental employment in industrial production, more intensive dissemination of new norms of modern domestic life a family as the main link is losing its leading role in the transmission of the traditional culture of the nation, as it is rightly pointed out by K. S. Akhiyarov (2000).

Today, it is important for the national traditions not to be dissolved in the context of globalization that is the world's economic, political and cultural integration and unification, which leads to rapid changes. On the one hand, the formation of a new type of civilization is based on the economic unity and indivisibility of humanity in the world community, and on the other hand it is based on pluralism of cultures, religions, nations (Tagunova et al., 2016).

It should be emphasized that in such conditions a family plays an important role in the preservation of the national culture. Since that time when a family has appeared, the main concern of a man is upbringing children. The family gives a sense of continuity of generations, belonging to the history of his family, gives rise to ideals of patriotism, can reveal abilities and talents of each member. Besides, it is the family that has a great influence on the formation of personality.

It is the family, with its constant and natural influence which is intended for building the child's character traits, beliefs, attitudes to the world and his world outlook. Therefore, the picking out of educational functions of the family has a social meaning.

The law "On education in the Russian Federation" in Article 18 reads: "Parents are the first teachers. They are to lay the foundations of physical, aesthetic, moral, legal and intellectual development of the child in the preschool years" (Federal Law..., 2012).

Family traditions and customs are preserved and transmitted better in the countryside than in urban areas, where the younger generation is growing up in the isolation from the ethnic culture environment under the influence of popular culture and urbanization in general.

Problem statement

The relevance of the chosen topic is determined by the fact that today the problem of family values formation at school environment becomes acute (Kazakina, 1983). R. V. Ovtcharova (2003) notes that parenthood (maternity and paternity) is the basic purpose of life, an important condition and a significant social and psychological function of each person. The nature of parenthood is reflected at the level of children's development, provides personal happiness of man and his immortality. It can be argued that the future of society is determined by the current state of parenthood. Unfortunately, today the links between generations are also broken. Many modern families are unable to bring up their children, as it was in ancient times, on the bases of successive links with past generations, because many of them experience major changes and consist of only two generations: parents and children. Grandparents tend to live separately. As a result, the parents are not able to use the experience and support of the previous generation in a daily life; but the applicability of the experience of such kind is often problematic. Only 32.3% of children live with their grandparents. The remaining 28,3% spend one month in summer with their grandparents, 37,2% communicate with their grandparents 1-2 times a month, and 34.5% of children see their grandparents very seldom (Ethno-didactics, 2009).

Therefore, during several past decades many links in the continuous chain of the traditions transmission from generation to generation has been violated, which resulted in the loss of many moral values, including defining ethnic identity of the people. Researches show that the main shortcomings of the family upbringing at present are in disregard of the mother tongue, in which mother lullabies, nursery rhymes, jokes establishing contacts are sounded.

We used to think that irresponsible parents are marginal, accidentally caught in an unaffordable for the roles of father or mother. But this is not always the case. Sometimes in the poorest families, parents attach great importance to parenthood, and the richest - ignore them. Alcoholism of parents is the first cause of family breakdown. In addition, in recent decades there has been a negative trend of reducing the number of traditional families and the increase in the proportion of new forms of living together.

Somehow, it is believed that the education of the child may be limited to functions related to the satisfaction of his material and physiological needs. And it shouldn't be ignored the emotional and communicative involvement of parents in the education process. In connection with training, it is necessary to carry out parenting children during the early stages of socialization (Mudrik, 2006). One of the ways of successful parenting is the formation of family values in the younger generation (Biktagirova & Valeeva, 2015; Kostetskaya, 1999).

According to R. V. Ovtcharova (2003), parenthood is a socio-psychological phenomenon, including emotionally colored and estimated body of knowledge, attitudes and beliefs about oneself as a parent, realized in all aspects of the

behavioral component of parenthood. As a supra-individual whole parenthood inherently includes both spouses who have decided to start a new life and the child.

The developed form of parenting is characterized by relative resistance and the stability and is implemented in coherence of the couple's ideas of parenthood, complementarity dynamic manifestations of parenthood.

R. V. Ovtcharova (2003) suggests that a developed form of parenthood includes:

- Value orientations of the spouses (family values);
- Parental installations and expectations;
- Parental relationships;
- Parental feelings;
- Parental positions;
- Parental responsibility;
- Style of family upbringing.

To our mind family values are of great importance in the parental structure.

Family values are positive and negative indicators of the importance of the objects related to the based on a single joint activity community of people connected by ties of marriage, parenthood, relationship, due to the involvement of these objects in the sphere of human life, human interests, needs, social relations (Shiyanov & Kotova, 1999).

According to E. N. Shiyanov & I. B. Kotova (1999), family values are of two types: self-sufficient and instrumental values. Self-sufficient type includes social status and social importance of family, responsibility to the family, relatives and society, affection, respect, and love for children, spouse, and parents; the implementation of self-affirmation. Instrumental values include values-attitudes, values-qualities, values-knowledge, and skills. Their formation occurs in the parental home, and they are developed and implemented throughout a person's life, and form the basis of a family man personality.

Family values can be categorized by objects that make up the subject of evaluation. Family values can be divided by elements of communication within the family and by function. In the first case three groups of family values are allocated:

- values associated with the spouses (as the value of marriage, the spouses equality of value, the value of the dominance of one of them, the value of different gender roles in the family, the value of interpersonal communication between spouses, relations and mutual understanding of spouses);
- values associated with parenthood (the value of children, including the value of large families or small families, as well as the value of education and socialization of children in the family);
- values associated with affinity (relative value of having such brothers and sisters), the value of cooperation and mutual assistance between relatives).

The second version of the classification of family values is determined by the social functions of the family:

- reproductive function, ensuring the reproduction of the population, associated with the value of children;
- function of socialization, it relates to the value of the socialization of children it is in the family;
- existential function determines the values related to the maintenance of life of family members and children after their birth;
- the economic function of the family associated with the values of the distribution and consumption of economic benefits within the family (Shiyanov & Kotova, 1999).

The criteria of school students' family values formation include the following components:

- The cognitive component;
- The emotional component;
- Activity-practical component

The main feature of family values, their essential difference from the other components of parenthood is that all three components are emotions alloy, feelings, beliefs, and behavioral manifestations, that is, the components connection with each other is very strong and the impact on one of them directly affects the others (Zakirova et al., 2016).

Especially sensitive in the formation of family values is the youth age, playing a special role in self-determination as a valuable socio-psychological acquisition of adolescence is the discovery of one's inner world, the acquisition of vital values and relationship with others (Kon, 2001).

Many adolescents at this age are thinking about their career, put some life goals and try to implement them. This age is characterized by dreaming about the future and the future. At this time the child is on the verge of a real adult life.

High school students with formed family values should:

- know what a family is, its functions, relationships in the family, the role of father and mother, housework, family farm,
- understand the meaning and purpose of marriage,
- understand their role in the family,
- represent what is love, care, trust, understanding, mutual respect,
- have emotional and positive ideas about family life, his own role in it, about the future spouse, children, relatives,
- communicate with relatives, friends, family, exercise related feelings towards the family and relatives,
- have communication skills

The task of teachers is to direct the process of formation family values, assuring high school students identification with the future role of a responsible family person.

METHODS

The tasks of the research

The purpose of the study was the theoretical justification and experimental verification of content, complex forms and methods to ensure effective development of the high school students' family values formation.

Theoretical and empirical methods

Questioning as a method of research was aimed at identifying the cognitive and emotional components of the criterion of family values formation.

The method of expert assessments was aimed at identifying practical action-component criterion of family values formation. The method of expert evaluations was conducted with the adolescents' parents during parent-teacher meeting. Parents were provided a form with 12 questions revealing the behavior and attitude of students.

Testing was done with the intention to determine the orientation of valuable sphere of high school students. We used the method of studying personality values by S. H. Schwartz (1992); to investigate the views of students in the system of interpersonal relations and the nature of communication in the family technique "Family sociogram" by E.G. Eidemiller & V. Yustiskits (1999) was carried out.

The trial infrastructure and stages of the research

An empirical study was conducted on the basis of the Lyceum № 9 in Zelenodolsk (Republic of Tatarstan, Russia). 93 junior teenagers took part in the experiment. The study was conducted in three stages: ascertaining, formative and controlling.

The aim of ascertaining experiment was to determine the high school students' family values level. Based on these results the program was developed containing a variety of forms and methods of family values formation.

The purpose of the formative experiment was testing the program of high school students' family values formation. In the control phase of our experiment, we evaluated the effectiveness of the forms and methods of family values formation. At this stage, we have identified the level of all the studied parameters and studied their dynamics.

Comparing the results that were obtained on ascertaining and control stages of the experiment, it was found out whether the correct forms and methods of the youth education were applied. The experimental study was carried out in natural conditions of the educational process of the school.

RESULTS AND DISCUSSIONS

The study has revealed the areas of value orientations: in the first place in the adolescents' system of values is the scale of universalism, which includes such values as understanding, tolerance, protection of the welfare of all people and nature. From the scales related to family values of high importance are of independence and security. Basic scales related to family values are kindness, tradition, conformity occupying 5, 6 and 9 points in the adolescents' system of values.

The questionnaire was carried out to study the cognitive component. Concluding on the results, the theoretical knowledge of the family, its functions, relationships in the family is below average, as high school students don't give the definition of the word "family", are not able to specify the functions of the family, but have a good idea of what love, support, understanding, and caring are. They also understand their role in family life.

To study the emotional component, questions revealing the emotional atmosphere in the family were included in the questionnaire. The task was to bring a number of associations to the word "family". Analyzing verbal ranks of seniors, we can assume that 89% of students have a favorable emotional environment in the family, as they used such words as love, trust, caring, happiness, joy, understanding, support. 8% of the respondents have in their verbal ranks words with a negative shade, like a quarrel, conflict, controversy, scandal.

At the same stage the "Family sociogram" procedure was carried out to study the system of interpersonal relations in the family. According to the emotional component it can be concluded that the adolescents formed emotional and positive image of family life, their own role in it, the future spouse, children, relatives. It can be concluded that high school students are brought up in a favorable family environment.

In order to study the activity component the expert evaluations method was used. Parents were provided a form with 12 questions revealing the behavior and relationships of students in the family. Thus, the following results were obtained:

56% of parents claim that their children always have the right to vote, 25% - often, 7% - sometimes, 12% - rarely.

75% of parents believe that the family always occupies an important place in the life of a child, 16% said often and 9% - rarely.

On the question of relationships in their families 79% of parents called those relations close and warm responded most frequently and 21% - occasionally.

10% of respondents said that their child will always be in relationship with relatives, 56% said - often, 20% - sometimes, and 14% - rarely.

48% of parents believe that their children always welcome guests, relatives, 10% chose the answer always, 32% and 10% rarely and sometimes, respectively.

According to 39% of parents, children always take care of the younger members of the family, 21% - often, 19% - sometimes and 18% and 3% chose the options rarely and never.

On the question if their child respects and loves the older generation of the family, the parents were unanimous, 100% said always.

89% of parents say that their children trust them, 3% - often, and 8% - occasionally.

On the question if their child performs household duties, 29% said often, 30% - sometimes, 35% - rarely, and 6% say that it is rare.

18% of parents reported that their children always respect the customs and traditions of the family, 16% - often, 21% - sometimes, and 45% said rarely.

74% of parents say that their children always closely communicate with them, 13% - often, 9% - sometimes, and 4% said rarely.

68% of respondents believe that their child prefers family holiday entertainment, 8% said often, sometimes - 10%, 9% and 5%, respectively, rarely and never.

From the data obtained, it can be concluded that students rely on their families, closely communicate with them, respect and love to the older generation of the family, are fulfilling their domestic responsibilities and observe family traditions and customs.

On the basis of ascertaining experiment and theoretical understanding of the problem we have developed and implemented the program for the high school students' family values formation in extracurricular activities.

After the implementation of this program, we measured once again family values formation. To detect changes of value orientations, we used Shvarts's technique. Thus, significant value for the high school students remained range universalism, but the second most important was the scale of goodness, it is based on good will focus on well-being in everyday interaction with relatives. This type of values is considered to be derived from the need for a positive interaction, affiliation needs and ensuring the prosperity of the group. His motivational goal is preservation of human well-being, with which the individual is in personal contact (utility, loyalty, forgiveness, honesty, responsibility, friendship, mature love).

To determine whether there have been changes in terms of family values in the part of the cognitive component, we conducted a survey. Concluding on the cognitive component, it can be said that the level of theoretical knowledge about the family, its functions, family relationships have changed for the better. We can assume that the students' level of knowledge about the family is high, so the adolescents can give a definition of the word "family", can specify all the functions of the family, have a good idea of what love, support, understanding, caring are. They understand their role in family life. Following the procedure of Eidemiller we measured the emotional component of family values. Although on the ascertaining stage we saw that the students have a formed emotional and positive image of family life, his own role in it, the wife of the future, children, relatives, but the program still had a positive impact on the psychological climate in their families, as all the components improved. The responses have become more meaningful, more complete. Thus, fill out a questionnaire on the open-ended question, "There are times that I am glad that I have such a family. These moments are ..." they described the following points: 62% - when their family gets together, eat together, rest together, communicate with parents, 16% - when the parents did not quarrel, 22% - when talking with parents on a variety of topics and when they understand and support me.

The last question in the questionnaire was a task to give the 10 Associations to the word "family". Analyzing verbal ranks of seniors, we can assume that 95% of students have a favorable emotional environment in the family, so they used words such as love, trust, caring, happiness, joy, understanding, support and mutual

respect. In 5% of the respondents in the series of verbal ranks words with a negative shade, like a quarrel, difficulties, differences were present. We can assume that 5% of the students have a negative emotional environment in the family.

To check the authenticity of the changes we carried out statistical data processing (G-test marks and Student's t-test) and found that the changes are not random. So, we can assume that the developed program of high school students' family values formation in extracurricular activities yielded positive results..

CONCLUSIONS

The control study of the adolescents showed that the use of the developed program, aimed at the high school students' family values formation in extracurricular activities is effective.

This conclusion is confirmed by the methods of mathematical statistics. The study confirmed the hypothesis, based on the assumption that the effectiveness of high school students' family values formation in extracurricular activities would benefit if it is based on the essential characteristics of the concept of "family values"; to take into account the age-related aspects of the youth value orientations formation; to develop and implement a program containing effective forms and methods of family values formation. These data were confirmed by mathematical processing, in particular, the Student t-criterion.

Thus, we can conclude that the family traditions reflect the stable links in social relations; they are essentially a mechanism of primary socialization in a family. The family takes an active part in material and spiritual activities of the society and since both the family and the family values are a product of culture, then the preservation of national traditions should take the central position in modern upbringing.

ACKNOWLEDGMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

REFERENCES

- Akhiyarov, K. Sh. (2000). *Folk pedagogy and the modern school*. Ufa: Bashkir State University of Pedagogics.
- Artyukhova, I. (1999). Values and upbringing. *Pedagogika* 4, 78-85.
- Biktairova, G. F. & Valeeva, R. A. (2015). Formation of University Students' Readiness for Parenthood. *Review of European Studies*, 7(4), 93-97.
- Eidemiller, E. G. & Yustiskits, V. (1999). *Psychology and psychotherapy of the family*. St. Petersburg: Peter.
- Etno-didactics of the peoples of Russia: from the national educational systems to the global educational space (2009). F. G. Yalalov (Ed.). Nizhnekamsk: NMI.
- Federal Law "On Education in the Russian Federation", N 273-FZ of 29.12.2012. URL: http://www.consultant.ru/document/cons_doc_LAW_140174/
- Kant, I. (2000). *Lectures on Ethics*. Moscow: Respublika.
- Kazakina, M. (1983). Formation of value orientations of senior pupils in the team. *Sovetskaya pedagogika*, 3, 69-72.
- Kon, I. S. (2001). *Psychology of the youth age*. Moscow: Prosvietchenie.
- Kostetskaya, G. (1999). *Pedagogical conditions of pupils' value orientations development in the school system of environmental education*. St.Petersburg: PSUPM.
- Mudrik, A. V. (2006). *Socialization of a person*. Moscow: Academia.
- Ovtcharova, R. V. (2003). *Psychological support of parenthood*. Moscow: Publishing House of the Institute of Psychotherapy.
- Savin. M. V. (2004). *Genesis of traditional nature in pedagogy of Russia: historical and pedagogical aspect*. Volgograd.

- Schwartz, S. H. (1992). Universals in the content and structure of values: Theory and empirical tests in 20 countries. In M. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 25, pp. 1-65). New York: Academic Press.
- Shiyanov, E. N. & Kotova, I. B. (1999). *Development of the person in training*. Moscow: Academy.
- Spivakovskaya, A. S. (1986). *How to be parents (about psychology of the parents' love)*. Moscow.
- Tagunova, I. A., Selivanova, N. L. & Valeeva, R. A. (2016). The Category of Upbringing in Russian and Western Studies. *Mathematics Education*, 11(1), 3-11.
- Zakirova, V. G., Masalimova, A. R. & Nikoghosyan, M. A. (2016). The Contents, Forms and Methods of Family Upbringing Studying Based on the Differentiated Approach. *Mathematics Education*, 11(1), 181-190.
- Zdravomyslov, A. (1986). *Needs. Interests. Values*. Moscow: Politizdat

