

Study of Family Values of Adolescents from Families with Many Children Formation

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ABSTRACT

This article focuses on the development of specialized programs of family values of adolescents from families with many children formation and the experimental study of their effectiveness. The main forms and methods in the study of this problem are the observation, interviews, questionnaires, psychological tests and pedagogical experiment allowing verifying the effectiveness of the proposed program for the formation of family values of adolescents from families with many children. The article deals with the timeliness and importance of the problem of family values of children from large families formation, the current state of the problem in psychological and pedagogical literature, theoretical and experimental study of the family values of adolescents from large families formation, specifics of upbringing in a large family. It is experimentally proved the need for the development and testing of special programs on the formation of the adolescents' family values using various forms and methods of working with large family.

KEYWORDS

Family; family values; family with many children;
family pedagogy; the formation of family values;
teen; child from a large family

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Introduction

Actualizing the problem

Modern family meets a lot of challenges today. Families having many children, according to many researchers, are especially in a difficult position. In Russia we call the family with many children a family having three or more children, including adopted children under the age of eighteen years of age. The difficulties of this group of families are so complex, that they largely determine the specifics of children's upbringing. Upbringing adolescents in the family requires both physical and moral strength. According to R.V. Ovcharova (2010), many children in the family limit the women's range of interests, their participation in public life, contribute to the preservation of family lifestyle associated with excessive employment of adults, disadvantaged position of

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women in the family. Each second family has complications in the health of family members.

The number of foster families with several adolescents is increasing in Russia today. The factors of the adolescents' development in families with many children include its parameters, environmental conditions, as well as personal characteristics of its members. Large families are characterized by occasional divorces, a variety of personal relationships between children. The problems of large families are financial difficulties, housing problems and employment of parents. Psycho-pedagogical problems of a large family are connected with the lack of attention to the children by their parents, complexity of psychological climate leading to a decrease in the quality of life and health. But alongside the correct formation of the most important family values large family provides a real opportunity of constant communication between people of different sex and age; reduces the possibility of formation of such qualities as self-interest, selfishness, laziness. The diversity of interests, characters, relationships occurring in a large family is a good ground for the development of adolescents, for the improvement of the parents' personality (Dimitrashku, 2012). Respect towards the elders is especially important in the relations between the members of a large family. The large family is an irreplaceable school of teamwork, preparation of every child to a future independent family life.

Status of a problem

The image of large family life and family values are considered in the studies of N. Butrim (2012), V. Vershinin (2009), T.A. Dimitrashku (2012), N.V. Shakhmatova (2013). They note that the educational potential of a large family has its positive and negative characteristics, and the process of socialization of teenagers has its own difficulties and problems.

Analysis of the conceptual ideas of the modern theory and practice of family education in Russia has shown the plurality of approaches to the problem of family values. This issue was repeatedly addressed by many researchers. Questions of family values formation and children's and adolescents' family values are presented in the works of G.F. Biktagirova (2013), G.F. Biktagirova & R.A. Valeeva (2015), R.A. Valeeva, N.E. Korolyeva & F. Kh. Sakhapova (2016), G.G. Parfilova (2015), R.B. Ulengova (2008). They note that family values are very important for the development of the child, and they must be formed both in the parental home and in educational institutions.

Materials and Methods

Theoretical and empirical methods

In our study the following methods were used:

- theoretical methods: the study and analysis of psychological and pedagogical literature, comparison, generalization;
- empirical methods: diagnostic quiz (test "Value Orientations" developed by Y.E. Alyoshina (2009); test "Hierarchy of values in life" by Z.A. Yankov (2012); A.N. Volkova's (2012) adapted profile "Family values");
- experimental methods (stating, forming and control stages);
- mathematical statistics methods of experimental data processing.

Research basis

The experiment involved 47 students of Kazan schools from families with many children aged 13-15 years. The experiment took place in a period of 6 months in natural conditions of the educational process.

Stages of research

Research was conducted in three stages:

At the first stage the ascertaining experiment was carried out. On this basis, the formation of family values of the teenagers from large families was carried out.

In the formative stage a program including a variety of forms and methods of formation of family values (conversation, family genealogy, training, exercises, role-plays, discussions, decision of pedagogical situations, family gatherings, etc.) was developed and implemented.

On the third and final stage the control experiment, analyzing its results, as well as the statistical and mathematical data processing was carried out.

Course and description of the experiment

To implement the objectives of the study we started our pedagogical experiment with studying the family values of adolescents from families with many children (Figure 1).

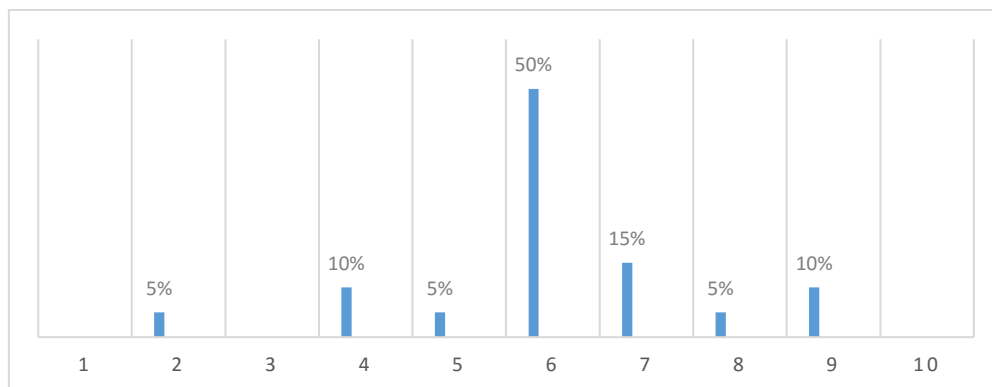


Figure 1. The results of the "Value orientations" test by Y.E. Alyoshina (on ascertaining stage)

Note: "1" - good financial status; "2" - physical attractiveness, appearance; "3" - fame, popularity; "4" - warm, caring relationships in the family and its well-being; "5" - self-development; "6" - respect and care for people, responsiveness; "7" - high social status; "8" - creativity; "9" - carefree, quiet life; "10" - love of nature.

Analyzing the data, we conclude that in large families the scale "respect and care for people, responsiveness" was most represented (50%); least represented is "high social status" (15%) because is not so important for them what the community thinks of them, they do not feel different from other peers.

The results of the method "Hierarchy of values in life" by Z.A. Yankov is graphically depicted in Figure 2.

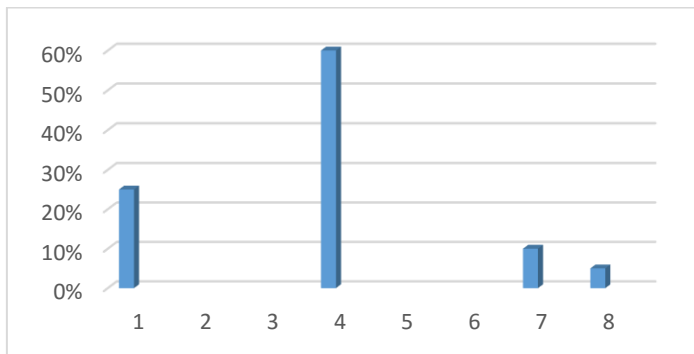


Figure 2. The results of the research methodology "Hierarchy of values in life" by Z.A. Yankov (on ascertaining stage)

Note: "1" - the family, "2" - material security, "3" - creativity, "4" - health; "5" - the quarry; "6" - the fame; "7" - the service; "8" - rest.

Analyzing the data, we can conclude that adolescents from families with many children showed the greatest rate of "health" scale (60%), the lowest rate of "rest" (5%) and of "the service" (10%). "Family" took the second place in the hierarchy (25%), indicating that the value of the family is available, it is important for them.

The results of the questionnaire "Family values" demonstrate that adolescents from families with many children have certain ideas about the notion of family. On the question "What is the family, in your opinion?" 17% of respondents were able to fully reveal the essence of the family; 39% uncovered the essence partially and 35% were unable to answer this question.

To the question "What is the most important thing in the family," the majority of respondents answered "Mutual understanding, trust and respect" (42%); 35% of them believe that the most important thing is "Harmony" and 21% chose "Responsibility".

To the question "How do you imagine your future family?" the majority of respondents replied "friendly" (41%) and "strong" (51%). 7% of children said that they cannot imagine their future family.

At the same time teenagers cannot answer what "value" is (78%), what are "the family values" (82%) and what values are present in their families (78%).

We have developed a program for the adolescents' family values formation including the following forms and methods: conversation "What are the family values", training "My roots", exercise "Three names," "Autobiography", "Five great values" "Memories of childhood", "10 family commandments", story "Traditions of our family," round table discussions "Respect for the elderly and younger as family values", "What is valuable for me," contests "It is nice that there are a lot of us," the family parties "Love and understanding in the family", a week of a large family in the school, family celebrations, raising the upbringing situations, role-playing, "My parents and me", "My brothers and sisters," "My family and me", the development of the genealogical tree, etc.

Result

Results of the control stage of experimental study

Control study results on test "Value Orientations" by Y.E. Alyoshina (2009) showed that adolescents from large families chose warm, caring relationships (45%). The results of the test "Value orientations» are presented in Figure 3.

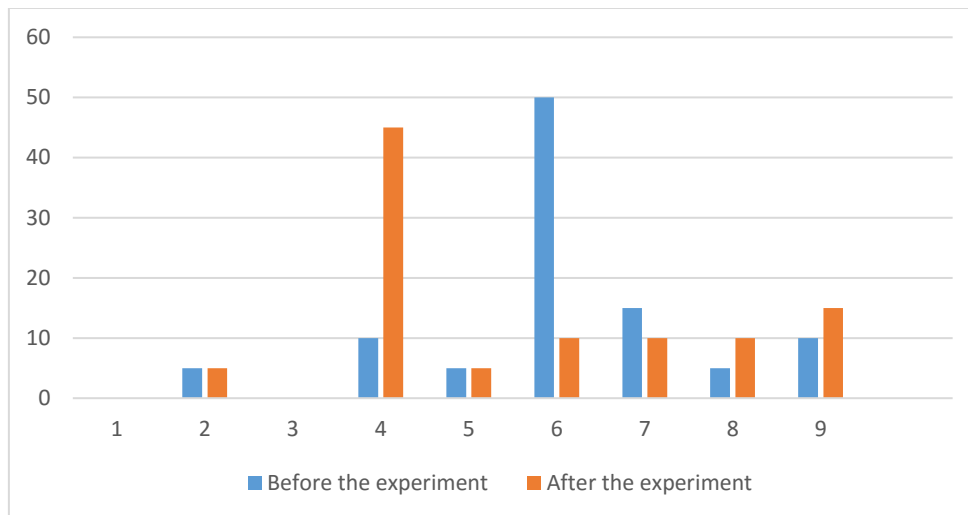


Figure 3. The results of the test "Value orientations" by Y.E. Alyoshina (the control stage)

Note: "1" - good financial status; "2" - physical attractiveness, appearance; "3" - fame, popularity; "4" - warm, caring relationships in the family and its well-being; "5" - self-development; "6" - respect and care for people, responsiveness; "7" - high social status; "8" - creativity; "9" - carefree, quiet life; "10" - love of nature.

Analyzing the data, we can conclude that in large families the scale "warm, caring relationships in the family and its well-being" is most represented (45%); high social status is least represented (10%). These children are sensitive to their relatives and appreciate the family's opinion.

Results of the study of adolescents' from families with many children hierarchy of values in life by methodology of Z.A. Yankov show the significance of the scale "family" (50%). The lowest rate of 5% showed "work" and "rest" (10%).

The children began to talk more about their families with pride. They were happy to talk about family values they knew about. They were pleased to discuss their future families. It is important that most teenagers would also have a big family with many children. The values of the majority of respondents include important concepts: love, harmony and mutual understanding, support, care, and respect. 46% consider family as a value and allocate separately family values. Family relations of the 2% of respondents remained strained. 1% of the respondents were unable to identify family values.

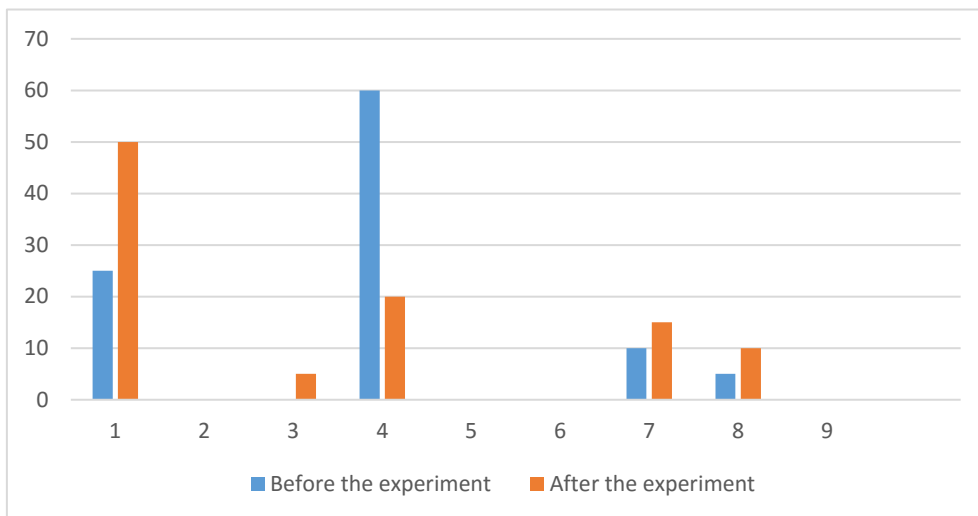


Figure 4. The results of the test "Hierarchy of values in life" by Z.A. Yankov (the control point)

Note: "1" - the family, "2" - material security, "3" - creativity, "4" - health; "5" - the quarry; "6" - the fame; "7" - the service; "8" - rest.

To prove the relations of the family values indicators in adolescents from families with many children, Spearman's correlation coefficient was used. This parametric criterion for determining either the presence (or absence) of reliable relationship between the various statistical aggregates, and the power and direction of this relationship. The correlation coefficient indicates the degree of linear relationship between the values of the indicator. The obtained correlation galaxy is shown in Fig. 5.

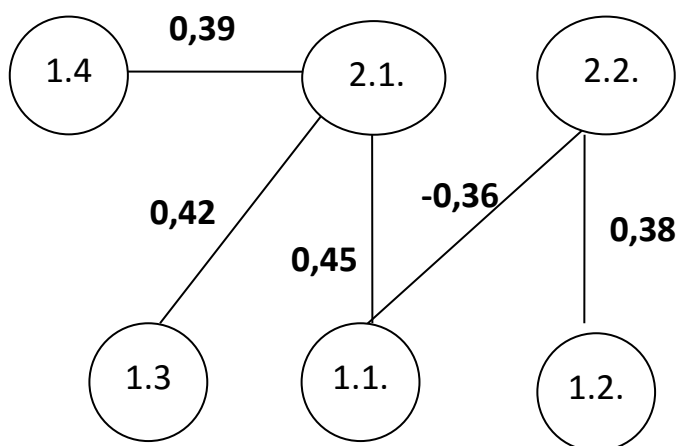


Figure 5. Correlation galaxy (the control stage).

"1.1" - warm, caring relationships; "1.2" - light-hearted, peaceful life; "1.3" - family; "1.4" - health; "2.1" - dedicated to the family; "2.2" - financial support.

We calculate the coefficient of rank correlation:

$$r_s = 1 - \frac{6 \cdot 834}{40 \cdot (40^2 - 1)} = 1 - 0,93 = 1.$$

The critical values of a sample correlation coefficient of ranks r_s not significant when $r_s \leq r_{cr}$ (when $p = 0,05$) and significant when $r_s > r_{cr}$ (when $p = 0,01$). According to the table of critical values of a sample rank correlation coefficient for $n = 40$ we find: $r_{s\ cr} = -0,36$ when $p \leq 0,05$ and $r_{s\ cr} = 0,38$ when $p \leq 0,01$. Since the absolute value of our empirical coefficient ranks higher than the critical correlation, then the null hypothesis H_0 is rejected. Correlation of family values in adolescents from families with many children is statistically significant.

Correlation analysis of the results shows a relationship between the parameters of methods mainly on the significance level of 0.01. These factors strongly suggest the presence of the strongest links between the family and warm family relations ($\rho_{emp} = 0,45$ at significance level 0,01) and communication between the devotion to the family and the family ($\rho_{emp} = 0,42$ at significance level 0,01).

Discussions and Conclusion

Formation of family values is closely related to the upbringing of the individual in a family and school. Today, we observe the growing interest of children and adolescents to such a social institutions as family and family values.

Consequently, for the formation of the schoolchildren's family values in the conditions of the modern paradigm of education it is necessary to develop programs of family values forming at every level of education, and in extracurricular activities. The purposeful systematic work on the development and testing program that includes a variety of forms and techniques proved to be effective, as confirmed by the methods of mathematical statistics.

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Disclosure statement

No potential conflict of interest was reported by the authors.

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