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The Social Role Approach of Family Education in Adolescents Development

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Abstract

In our modern society, a burst of interest to the “children and parents” relations regularities and personality development in the context of family has acquired. The “quality” of family and parental ability is essential; the family plays the main role in the formation of moral principles of a child. The problem of relations of children and parents is complex and paradoxical. Its complexity resides in the hidden, intimate nature of human relations, the sensitivity of external penetration in them. The parents don't have all necessary pedagogical and psychological information. During the research part, we used the following methods in the work with children: the drawing test “Kinetic Drawing of the Family” (R. Burns and S. Kaufman) the methodology of measuring parents' mindset and reactions (The PARI methodology). Analysis of the drawing test showed that only 18 of 60 families could be called as the family with high level of 'children and parents' relations, which is equal to 30% of the total number. The average level of 'children and parents' relations is 30 families (50%) and 12 families showed the low level respectively, which is equal to 20%. We found out that problems in parental

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relation to children affects their emotional state, in particular, displays the anxiety, occurrence of conflicts between parents and children.

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1. Introduction

Accelerated modern life, its urbanization, along with constantly increasing responsibility and rigidity of social roles instructions, unfortunate trends in social and psychological dynamics of family development, the lack of the moral and ethical beginnings of the adults relations, low social and psychological culture of communication lead to violations in the relations between parents and children.

The family is a link between the child and other social realities and till certain time – family creates values dominating in various social structures which the child will face in the future. In many aspects future of the child defined by family starting from relationship of parents, their personal features, behavior, structure of family and education development conditions. The child leaves the family with already created structure of values, examples of behavior, the developed "image of the world", in other words, with the created consciousness. Further socialization of the adolescent will take place taking into account results of primary socialization.

The most important part of interfamily relationship is emotional communication — the exchange of emotions including three main components: the cognitive — perception of emotions and feelings partners in an interaction; the subjective — experience of the interpersonal relations; the expressional — verbal and nonverbal expression of emotions in relation to the partner.

According to Gardner (2006), "The alienation syndrome from parents" is such the "mental violation" arising at the child in a situation of divorce of parents. Thus, one of the parents psychologically influences the child (in Gardner's terminology - "programs his consciousness"), forming at it a certain opinion on other parent. Other parent becomes "target" of campaign for alienation from the child. Two groups of factors participate in formation of emotional alienation at the child. Firstly, it is negative statements and feelings of one of the parents to the alienated rival parent (hatred, jealousy). Secondly, the child, who's greatest affection towards parent feels psychological dependence on him and takes active part in alienation from other parent.

Bakalar (2006) interpreted the alienation as manifestation of psychological violence over the child which led to development of steady mental pathology in the child for the rest of his life. The parent initiator of alienation finds essential defect in ability to care of the child since in all ways promotes a rupture of significant psychological contact of the child with other parent (Major, 2006); manipulative discharges forms spouse in child education.

In studying the problem of the child parental relations in foreign psychological literature two main approaches are allocated: psychoanalytic and humanistic. So, adherents of psychoanalysis regard the identity of the child as of paramount importance (Freud, 2004), parents act as carriers of certain historical values and the cultural consolidated norms, and also objects of requirements and desires of the child. Their individual and psychological lines have no specific impact on development of the identity of the child. Psychoanalysis was the first theory in which the relations

between the child and the parent were considered as the main factor of children's development. Freud (2004) attached bigger significance to separation of the child from parents, considering that this is inevitable and it is necessary for its social wellbeing.

The theory of psychoanalysis gave rise to some modern concepts of children's development which developed new approaches to a problem of the child parental relations. In works of neo psychoanalysis (Fromm, 1991) the sociocultural environment is the key factor which predict a child behavior in a future. Fromm (1991), considering the parental relations as a fundamental basis of development of the child, by conducting qualitative differences between features of the maternal and fatherly attitude towards the child. This difference is the most brightly traced on the following lines:

- A) convention – certainty;
- B) controllability - not controllability.

The maternal love is unconditional - mother loves her child just because of his existence. The maternal love is not the subject of control from the child, it can't be deserved (either it is, or it isn't present). The fatherly love is caused - the father loves his child if he meets his expectations. The fatherly love is operated, it can be deserved, but it can and loses. Thus Fromm (1991) notes that "the speech goes not about the specific parent here, and about the maternal and fatherly beginnings which in a certain degree are presented in the identity of mother or the father". According to Jobson (2000) "Quality" of a family, its educational ability has great importance. The family incapable to bring up leads to serious violations in the course of socialization of the child. The family possesses the main role in formation of the moral beginnings, the vital principles of the child.

2. Problem Statement

The family creates personality or destroys it, family has great power for strengthen or affect the mental health of it's members. The family encourages one personal inclination, at the same time interfering with another, satisfies or stops personal needs. The family structures possibilities of safety achievement, pleasure and self-realization. It specifies identification borders. The climate of a family makes impact on moral atmosphere and health of all society. The child very sensitively reacts to behavior of adults and quickly learns the lessons received in the course of family education.

3. Research Questions

It is almost impossible to re-educate the child from a problem family. The child acquired certain rules, and society will pay for similar gaps in education. The family prepares the child for life, is his first and deepest source of social ideals, and lays the foundation of civil behavior.

Parents - the first tutors - have the strongest influence on children. Parents are previous in relation to all rest; to the kindergarten teacher, elementary school teacher and subject teachers. As them by the nature it is preferred in education of children. Deep contacts with parents create a steady vital state, feeling of confidence and reliability at children. The relationship between parents and children is a complicated and paradoxical problem. It's complicated cause of the hidden, intimate character of the human relations, scrupulousness of "external" penetration into them. The

paradox of family relation is a fact that's in all its importance, parents usually don't pay a right attention on it.

4. Purpose of the Study

The child parental relations and their influence on development of the child were repeatedly considered in works of both soviet, and western researchers. Though the parental relations at each psychological school are described by various concepts and terms which are defined by initial theoretical positions of authors, at the same time, practically in all approaches it is possible to note a peculiar duality of the parental relation. On the one hand, the main characteristic of the parental relation is the love which defines trust to the child, pleasure and pleasure from communication with it, aspiration to its protection and safety, unconditional acceptance and attention, the complete attitude towards him. With another - the parental relation is characterized by insistence and control.

5. Research Methods

The research part of work was carried out with pupils of the sixth classes on the basis of average school №23 Aktobe of the Republic of Kazakhstan.

In research part during the work with children we used the following methods:

1. Drawing test "Kinetic Drawing of a Family";
2. Test of measurement of parental installations and reactions (PARI technique)

6. Findings

The analysis of children pictures showed that within 60 families only 18 families (30% of total) demonstrated high level of family relationship. The average level of the child parental relations was shown by 30 families (50%). Low level was shown by 12 families (20%).

Results of test defines that the atmosphere of the positive child parental relations reigns not in all families. Analyzing pictures of children, we paid attention to a certain intensity in the child parental relations, on the one hand connected with refusal to accept independence of the child and on the other hand, with certain "passivity" of a role of mother.

We tested 60 mothers who actively participated in research. Results of research were issued by us in the table1 and the corresponding conclusions are drawn.

Table 1. The results of PARI test

Signs	The average results of 6 "A"	The average results of 6 "B"
Verbalization	45%	25%
Excessive care	75%	45%
Dependence from family	85%	90%
Suppression of will	65%	35%
Feeling of self-sacrifice	100%	50%
Fear to offend	80%	100%
Family conflicts	40%	35%
Irritability	75%	80%
Excessive severity	60%	55%

Exception of intra family influences	75%	65%
Super authority of parents	85%	35%
Aggression suppression	40%	75%
Dissatisfaction with a role of the hostess	65%	80%
Partnership	55%	90%
Development of activity of the child	80%	60%
Evasion from the conflict	60%	45%
Indifference of the husband	70%	80%
Sexuality suppression	80%	75%
Domination of mother	85%	75%
Excessive intervention in the world of the child	85%	65%
The balanced relations	100%	100%
Aspiration to accelerate development of the child	65%	85%

According to conducted research and compared results among two courses it is possible to tell that in 6 "A" course mothers highly feel self-sacrifice towards their children and the family in general, have balanced relations between parents and the child. Mothers don't consider that basic motivation of verbal manifestations is important, verbalization, also here mothers seldom are in an aggressive state which testifies that they have low points in this scale. In turn, 6 "B" course mothers have a fear to offend the child, aspiration to create safety in the family. There are balanced relations between parents and the child, partnership, but mothers have a limitation in their interests within the family framework, cares only about the family.

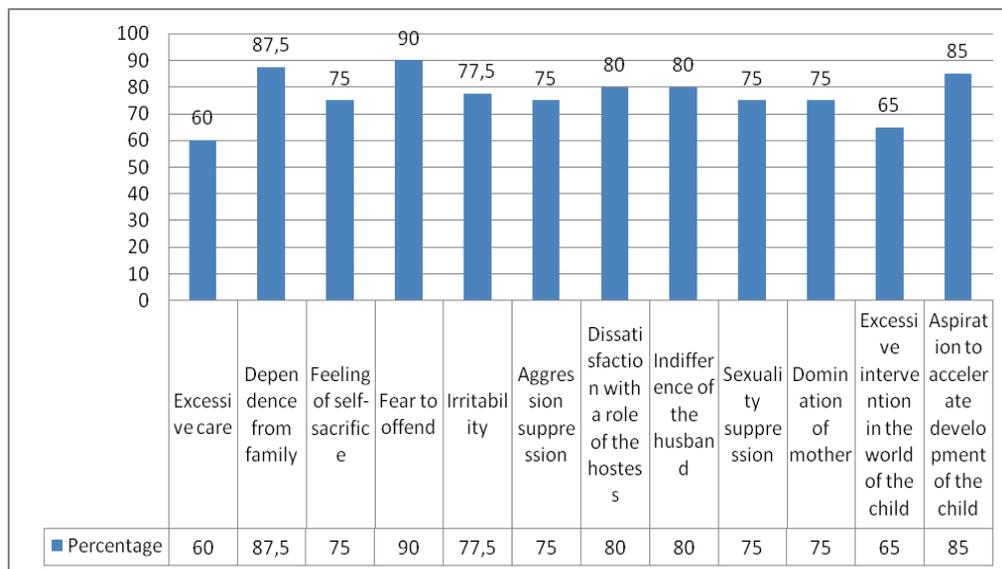


Fig. 1. The results of PARI test

Thus, having analyzed average data of respondents, we revealed the following features of the child parental relations.

It should be noted that the fact that parents, declaring these or those problems nevertheless emphasize the following factors: the balanced relations (100%), fear to offend the child (90%), and evasion from the conflicts (45%).

Therefore, we see a certain manifestation of social and desirable answers, on the one hand, emphasizing problems, mothers on the other hand, want to look «good mothers» and therefore are much suppressed – "verbalization" - 35%.

7. Conclusions

As a conclusion we need to mention that violations in the parental attitudes towards children have impact on their emotional state, in particular, on uneasiness manifestation, emergence of the conflicts between parents and children.

Thus, as a result of the conducted research, summarizing the received results, we allocated levels of the child parental relations in a family. Criteria of determination of levels of the child parental relations for us were:

- Children's attitudes towards parents;
- Knowledge of parents of education of the child;
- Parental attitudes towards children.

High level: 11 families (14%) are characterized by the sufficient volume of knowledge and ideas of the parent of education of the child. The child in a family feels comfortable and comfortably. Parents respect the child, approve his interests and plans, and try to help with everything to him, encourage his initiative and independence.

Average level: 50 families (62%) are characterized by the insufficient volume of knowledge and ideas of the parent of education of the child. Parents break relationship with children, the child feels lonely, and they don't provide to him the independence.

Low level: 19 families (24%) showed that parents didn't have necessary information about children education. The child isn't satisfied with the relationship status, has high level of anxiety. Parents perceive the child bad, unlucky, react irritability and offense in relation to the child.

Results of the conducted research showed that average and low levels in development of the child parental relations had been affected in children of uneasiness, irritability, anger, etc. In our opinion, the reasons which caused increase of such behavior at children are that:

- At parents the complete idea of education of the child isn't created;
- The child doesn't feel comfortably and comfortably in a family (they aren't satisfied with the situation in a family);
- Children grow in conditions of deficiency of good, caress, love; are afraid of punishment;
- In a family – an adverse situation; excessive guardianship.

We developed the correctional program (Alekseva & Karimova, 2013) for formation of psychology and pedagogical conditions on overcoming of level of uneasiness, anger at children of teenage age in system of the child parental relations. Correction was focused not on achievement of

some concrete results but on creation of the conditions promoting of accepting negative experiences, decreasing of emotional pressure both at children, and at their parents.

We consider that the correct educational positions of parents, are expressed, first of all, in perception of the child as persons, define at the same time and the child's position in a family as full member, to the rights and which requirements are respectful in their family.

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